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An Evaluation of  
**THE JOINT  
EDUCATIONAL SPECIALIST PROGRAM**

University of Rochester  
and  
Rochester Institute of Technology

Training Secondary School Teachers of the  
Hearing Impaired for Self-study and Planning

by

Robert Stake  
Noreen Michael  
Maria da Penha Tres  
Stephen Lichtenstein  
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Center for Instructional Research and Curriculum Evaluation  
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AN EVALUATION OF THE JOINT EDUCATIONAL SPECIALIST PROGRAM

Final Report

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## EXECUTIVE SUMMARY

The Joint Educational Specialist Program is a needed, vigorous, well directed, effective program for providing the academic training of post-elementary teachers of the hearing impaired. Its staff has worked out a reasonable balance between the academic scholarship expected for an advanced degree and the practical work expected of teacher training. It maintains a commitment to training teachers strong in the subject matter disciplines. Its history is one of selecting able, spirited, and mature applicants--generally speaking--and placing them in positions where they make direct and important contributions to the education of the deaf.

In fiscal terms this program is primarily a graduate stipend program. The bulk of funding goes to support students. Such support appears to be essential to drawing talented people into leadership preparation--the kind of enrollee desired can find other fields in which the ideological challenge is as great and from which the financial return is greater. University tuition here is high, but providing such a fine program at such a small operating cost is commendable.

### Program Operation

The courses offered are pertinent, inspiring to the intellectually curious, up-to-date, and in some cases one-of-a-kind. Off-campus field experiences are extensive, well conceived, carefully supervised and variegated--though limited until now in ways having implication for national impact of the program. Opportunities to learn from peers and from highly-supportive institutional contexts are noteworthy. Articulation between courses and experiences is more than adequate but less than commendable. For example, the cultural aspects of deafness and the psychology of adolescence are underemphasized; the coverage of audiology and speech development are more extensive than needed by some; signing is controversial. Of course no program can be tailored to the needs of each student. The efforts to tailor and to provide quality control of courses are modest. Nevertheless the quality of the offerings is high, and efforts to improve will involve tradeoffs, increasing opportunity costs as well as benefits.



The program is run by two people, Kenneth Nash and Joan Stone. They draw upon a dozen or so collaborators from two distinguished faculties. (To the evaluation team all the instructors appeared highly competent; note though that the team neither had the assignment nor the competence to assess the quality of their course content or research.) Neither of the project leaders--Nash and Stone--are enthusiasts for democratic governance. (This is a statement of fact, not an accusation of authoritarianism.) They prefer to work without full-faculty meetings. One might expect that better coordination would occur if all collaborators worked together in planning and overseeing the instruction. In American colleges such faculty collaboration often does not work. Professors have other fish to fry. As burlesqued in The Academic Marketplace, but in actuality, the accomplishment of any program is only one of many priorities. Some collaborators esteem their own courses but have little concern for others, and little interest in any program as a whole. When pressed toward responsibility for the total program, individual collaborators sometimes become discouraged and withdraw. Each is very busy. None is easily replaced. This is the common condition in university departments, and is more or less the condition at the U of R and NTID. It is the responsibility of the director to draw as much as he can from friendly but disparate forces. Ken Nash is doing this effectively. As the "deputy," Joan Stone is a major force in making the collaboration work.

Institutional support from the U of R and NTID has been outstanding. Administrators in both institutions spoke with pride about this teacher training program. They have looked to this evaluation study for ways of making it even stronger.

#### Program Impact

The immediate impact of this program is substantial. It has a marked effect on the lives of the students and provides employers with teachers having a highly appreciated academic orientation and a sometimes appreciated desire to change things. Employers and work supervisors have shown little curiosity about what happens in the program but an enthusiasm about getting more graduates of the same kind. (See Grace Ashley profile).

The visible impact of the program nationally is small. Within the national network in which Ken Nash is active, people are knowledgeable about the program. Elsewhere among deaf educators some have heard of it, most know little of its efforts to address major problems. It is not a lighthouse illuminating the grand navigation of deaf education, warning of hidden danger. Few are looking its way. Nash has urged greater project commitment to dissemination but has not been encouraged by those with



federal oversight responsibility. It is important to recognize that dissemination done well is a costly business, even then seldom succeeding.

Because of its manifold resources, what the Joint Program has to disseminate is not an exportable model. What it has to disseminate is a set of valuable experiences in problem solving, noting the universality of some of the problems in secondary-level deaf-education teacher-training efforts on campuses and in schools. It is important that Nash and his colleagues continue to raise such national policy questions as "Should a few strategically-located programs backed by state-of-the-art facilities become the model norm for deaf education?" It is important to note that the program is placing highly-competent subject-matter-strong teachers in positions with potential for widespread (perhaps someday national) influence. But at the present the program is not apparently influencing national practices or expectations. It has demonstrated that subject-matter oriented secondary teachers can be effectively trained and placed in appreciative schools.

#### Program Aim

All across the USA the status of secondary education for the hearing impaired is problematic--as recognized in the federal creation of this program, in the advice of the program's National Advisory Council, and in such writings as Stephen Quigley and Robert Kretschmer's The Education of Deaf Children. We recognize that deafness is a "low incidence handicap." Few public school teachers, or even speech specialists and special educators, understand deaf education. (See Martha Welch profile). For the most part and with good reason deaf education has concentrated on language acquisition at the elementary level. Reading instruction in classrooms for the deaf has been clearly less productive than that for the hearing. Preparing students for highly conceptual study of secondary level subject matter has been undervalued. That such teacher training programs are needed is not disputed. That the federal government is acting responsibly in drawing attention to the needs in providing for such a program is readily apparent.

A great range of problems in deaf education is addressed within the program, and reflected in the commitments of its graduates. (See Issue Statement #1). Should more preparation be oriented to community colleges where in fact secondary education can be offered to a wider though older population? Should formal English be emphasized so much for high school students who are well versed in American Sign Language? Should there be a substantial attention to the individualized learning that can

occur (perhaps with computers) even with low reliance on reading skills? The program could have developed any of a number of promising concentrations.

Instead, Nash and Stone have kept the program nonspecialized, introducing students to diverse problems and opportunities, helping students read the signs and shape the future. Each graduate student and potential employer is encouraged by the teachings of this program to seize upon opportunity, start a new program, respond to a newly recognized hurt. (See Robert Gotwals profile). The training is broad, discipline based, future oriented. For those people devoted to practical issues it is overly theoretical, negligent in attention for example to signing skills and to the intricacies of problems with parents. But the program helps its students refine an outlook, drawing each toward vibrant educational thought. It portrays for them their society and their profession. In the Joint Specialist Program students find abundant opportunity to advance their own understanding of education for the hearing impaired and to define their own role in it. It is teacher training worthy both of its graduate education and technical institute affiliations.

#### Improvement

This is a strong program. No doubt it could be done better--what program could not improve? How might this one improve? It has neither ignorance nor confusion to overcome. It is endowed with good people in and around it. The staff already knows most of the problems (e.g., an overloaded first semester, too much anxiety among the slow-to-learn signing, need for arrangements to get students out into other regions of the country).

Program operations--as always--are compromises (e.g., more attention to the teaching of social studies might--even if funds were available--require increasing admissions beyond the program's practice teaching supervisory capacity). The problems do not have simple solutions. (See final issue section: Improving the Program). Nor does this evaluation design result in recommendations. (See "Design of the Evaluation Project"). By continuing to study the problems in context, by resisting temptation to believe that the best resolution has already been reached, by engaging faculty and students further in self-study and problem-solving, by keeping additional interests from distracting the staff--these are the ordinary and essential ways of preserving its strengths and strengthening its weaknesses.

## Design of the Evaluation Project

As part of the ongoing effort to oversee and upgrade the Joint Educational Specialist Program, in the early spring of 1985 Ken Nash called for bids for an outside program evaluation study. (See RFP in appendix). He was supported in this move by his hosts and colleagues at the University of Rochester and at the National Technical Institute for the Deaf. The request indicated a primary concern for information about satisfaction of employers of the graduates and about the national impact of the program.

The primary purpose of the evaluation project was to answer two questions: Does the program influence the field of secondary and post-secondary deaf education? and How can the program be improved?

We at the Center for Instructional Research and Curriculum Evaluation (CIRCE) bid for the contract and won it. As a research unit in the University of Illinois College of Education we bid partly because we saw ourselves increasingly involved in the study of special education issues and because we need such projects for training experience for our doctoral students. In this one we engaged four to join Professor Robert Stake in the work. Identified here as coauthors, they brought backgrounds of educational measurement and evaluation, educational psychology and special and vocational education to the study.

The period of the study was from April 1 to June 30, 1985. The team made one visit together to Rochester primarily to interview staff, then separate trips individually to Rochester, Boston, Washington and New York, primarily to interview graduates and their supervisors.

The design of the evaluation study was "naturalistic-responsive" as described by Stake<sup>1</sup> and by Guba and Lincoln<sup>2</sup>, with principal reliance on observation and interview to portray and interpret in a way that facilitates staff self-study. Questions were selected for querying students, graduates, work

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<sup>1</sup> Robert E. Stake (1983). Responsive Evaluation. International Encyclopedia of Education. (See copy in appendix).

<sup>2</sup> Egon G. Guba and Yvonna S. Lincoln (1982) Effective Evaluation. San Francisco: Jossey Bass Publishers.



supervisors, and a national cohort of leaders in the specialization of education for the hearing impaired. With small numbers in each of these groups the design was oriented more to informal interview than to formal survey.

In this design the substantive conceptualization took the form of a small set of issue-questions. Some of the issues were identified by the staff, some by the evaluators as they observed problems in the field, and some by hypothesizing what could go seriously wrong with a program such as this. Of the latter type was the question: "Is there a real contradiction between training teachers and providing graduate-degree (research-oriented) education?" An emergent issue was the pressure on students during the first semester. And an expected issue was the contribution of the program to raising the national aspiration for teaching the academically capable adolescent who happens to be deaf. Such issues as these helped the team organize its observations and prepare this report.

The evaluation team obtained data pertinent to such issues from students, graduates, faculty members, administrators, employers and specialists in deaf education across the country. Data were gathered by direct observation, interviewing, survey questionnaire, and review of documents. Public expectations of program evaluation thoroughness were kept in mind. Profiles and vignettes were developed to illuminate the issues. The portrayals, survey summaries and presentation of issues were organized to give the reader opportunity to understand the impact of the program and to plan (or at least speculate) how the program might improve.

This report is highly contextualistic and personalized not only because the program is small, but because understandings of even the most abstract learning is enhanced by examining it in its societal, institutional, and personal contexts. The intent was not to generalize to teacher training elsewhere but to help readers understand better what has happened there in Rochester and what issues the program confronts.

When a formal evaluation study occurs the program staff, sponsors, and evaluators have rather specific questions to be pursued. Among other people whom we also consider "stakeholders," a broader expectation exists, an expectation that the evaluators will spot any major weakness or perversity in the program, including deceit, negligence, discrimination and embezzlement. We educational evaluators seldom dig for such, but we try to be alert for symptoms. At the end of this study we felt no persuasion that the ethical/moral state of the program was unsound.

More pertinent to the program mission, as part of our approach we conceptualized what in this sort of program might go wrong. We started with speculated and reported troublespots. Our expectation was that unsuccessful effort to substantiate these troubles provides a major indication of program integrity. Those troubles and nontroubles are summarized in the final section of the report, the issues section. Our major attention throughout, of course, was not on these hypothesized troubles but on the activity and accomplishment of the program.

Recommendations are not offered in this report because the responsibility for finding new meanings and new courses of action can be diminished by the seeming authority of formal evaluation reports. Responsibility should remain within the program. It is expected that the evaluation team's perception of merit and shortcoming will be apparent. It is expected that the descriptions and indirect judgments in this report will facilitate sophistication of existing opinions of all who care about the program.





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DESCRIPTIONS

This section of the report provides descriptions of the program, its staff and courses, the students' experiences and the professional cohort. These descriptions should familiarize the reader with what is being evaluated. The descriptions draw attention to features of the program considered most relevant by evaluation team members to the evaluation issues. Included are three brief vignettes of classrooms.

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## The Program

The Joint Educational Specialist Program was established in 1980 to provide a full-time master's degree training experience for educators of the deaf. Specifically, the aim is to prepare dually certified professionals to work at the secondary level to:

1. teach deaf and hearing students in such areas as English, mathematics, science, and social studies;
2. facilitate provision of special support services for the deaf such as notetaking, interpreting, tutoring, speech training, educational audiology, and visual assessment; and
3. serve as resource specialists to schools and teachers involved in instructing deaf children in regular classrooms.

Funded through the provisions of Public Law 94-142's personnel preparation mandate, the Joint Educational Specialist Program is primarily a graduate stipend program. The program is a collaborative effort designed to improve the quality of education and services for deaf individuals. It is co-sponsored by the University of Rochester (UR) Graduate School of Education and Human Development and Rochester Institute of Technology (RIT) through the National Technical Institute for the Deaf (NTID). The affiliation extends to include project director Ken Nash and curriculum coordinator Joan Stone who hold dual appointments with both UR and RIT. The teaching staff is made up of 14 faculty members from UR and NTID. Students in the program are registered and enrolled at the two institutions with their degree jointly bestowed in two separate commencement exercises.

According to projections of need and requests from school districts, the field of deaf education is in increasing need of trained secondary level subject matter specialists. Historically deaf education has concentrated on training teachers without subject matter specialization. This is well documented in a recent study<sup>1</sup> which indicates that emphasis on academic achievement has received lower priority with deaf students. As

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Moore, D.F. The center for studies in education and human development: A programmatic approach to research in the area of deafness. In Gallagher, J. (ed.). Alternative Futures in Special Education. Reston, Virginia: Council for Exceptional Children, April, 1985.



compared with hearing students kindergarten through twelfth grade, significantly less "time on task" on academic subject matter has been reported. In most educational settings the teacher of the hearing impaired must assume responsibility for teaching a wide variety of content areas.

Since its inception in 1980, through June 1985, the program has graduated 42 educational specialists with master's degrees and teaching credentials. Of the 61 accepted into the program as of 1984, four have left before completion. The program has graduated 31 students through 1984. The vast majority of these graduates hold deaf education positions (25 of 28 surveyed--see appendix).

Graduates of the program are eligible for two provisional teaching certificates from New York State: one as an academic teacher of the hearing for grades 7-12 and the other as a teacher of the deaf and hearing impaired for nursery school through grade 12. Program requirements also conform to the nationwide standards set by the Council on Education of the Deaf (CED). The program normally requires three to five semesters to complete, depending largely upon the initial qualifications of the candidate. The program is also oriented to people already certified to teach academic subjects at the secondary level and seeking additional certification to teach deaf students.

Continuation of the program appears entirely dependent on federal funding. Currently as part of their long-term planning, the director and the program's national advisory council are expressing interest in the establishment of a deaf education policy center with a component devoted to teacher education.

According to Ken Nash the Joint Educational Specialist Program has three themes: 1) excellence, 2) high quality students, and 3) unusual and rigorous curriculum. The perspectives of graduates and of their supervisors were consistent with Nash' assertion (as highly evidenced in the graduate and supervisor surveys). The rigor and demand of the program are especially prominent in the minds of current students one of whom characterized the program as "busy, information heavy, with a dominant field-based orientation." The program brings together resources from institutions which are multifaceted in perspective and grants a cooperative degree that is in obvious demand.

## Professional Context

The Joint Specialist program has been in existence for five years. This program focuses specifically on preparing subject matter specialists to become authorities in the area of deaf education so as to work with hearing impaired students at the secondary level.

As of 1980 about 3 out of 4 deaf children attended school in residential schools or day programs. Most of the rest were fully or partially mainstreamed in public schools.<sup>1</sup> Students attending residential schools and day programs are usually taught by specialists in the area of deaf education. However, traditionally, even at the junior high and senior high levels, these teachers of the deaf have not been subject matter specialists.

One of the general perceptions held by many in the area of the education of the deaf is that deaf students are, on the average, less mature than most of their hearing secondary school counterparts. Academically, most are still reading at an elementary level. This has raised questions among members of the profession regarding philosophically sound approaches to the education of the deaf. There is continued debate regarding optimal modes of communication to be used in the education of the hearing impaired.<sup>2,3</sup>

Another debate in the field concerns the mainstreaming of hearing impaired students.<sup>4</sup> One side of the argument holds that hearing impaired students need to be educated in the ways of and alongside hearing students so that they can become exposed to the culture, especially the competition they will have to face

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<sup>1</sup> Craig, W. and Craig, H. (eds), 1980. Directory of Services for the Deaf, American Annals of the Deaf, 125, p 179.

<sup>2</sup> Jordan, I., Gustason, G., and Rosen, R. (1976). Current communication trends in programs for the deaf. American Annals of the Deaf, 121, 527-532.

<sup>3</sup> Marmor, G., and Pettito, L. (1979). Simultaneous communication in the classroom: How well is English grammar represented. Department of Human Development and Family Studies, Cornell University, Ithaca, New York.

<sup>4</sup> Craig, W.; Salem, J.; and Craig, H. (1976). Mainstreaming and partial integration of deaf with hearing students. American Annals of the Deaf, 121, 63-68.

when they go to work, or even more when they enter vocational training or college.<sup>5</sup> Another perspective sensitizes us to the special needs of hearing impaired students and what is gained and lost in the quest for mainstreaming. We are made aware of the complex and problematic nature of interpreting. We are apprised of self-concept and self-esteem issues.<sup>6</sup> These issues vex the profession. (See Martha Welch profile).

A critical issue in the field of education of the deaf was alluded to briefly in the third paragraph. This has to do with the education of the deaf child. Of particular concern is the question of what direction the profession should take with regard to the teaching of the hearing impaired. Since reading is such a problem, part of the debate is on the degree to which reading should be stressed, to the detriment of particular subject matter areas. This is as yet unresolved in the profession, but some specialists have called for a more concerted effort to have subject matter specialists teach the hearing impaired at the secondary level.

To address various issues in the area of the education of the deaf, several professional organizations have been established. These include the: Council on Education of the Deaf (CED), Alexander Graham Bell Association for the Deaf (AGBAD), Conference of Educational Administrators Serving the Deaf (CEASD), and Convention of American Instructors of the Deaf (CAID). It should be pointed out that most of the professionals in this area are not themselves hearing impaired. Programs for the training of educators of the hearing impaired are accredited through action of the CED committee on Professional Preparation and Certification.

Today, nationally, there are many programs for training teachers of the hearing impaired. Most attempt to prepare teachers for teaching at elementary school levels. A few orient to secondary education. One of the most recent of these is the Joint Educational Specialist Program.

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<sup>5</sup> Roberta Truax, University of Cincinnati; Comments on the professional cohort questionnaire, June 1985.

<sup>6</sup> Marlyn O'Neill, University of Illinois; Personal interview, June 1985.



## Staff and Courses

As indicated in the previous section, the Joint Specialist Program is a collaborative effort between the University of Rochester and the Rochester Institute of Technology through the National Technical Institute for the Deaf.

The responsibilities for running the program are divided between Joan Stone, the curriculum and instruction coordinator, and Ken Nash with administration and future planning of the program. They share the academic advising, each having about 10 to 12 students every year.

In addition to administrative and organizational responsibilities, both teach in the program. Stone teaches: EDC-455 Issues in the Teaching of Deaf Students at a Secondary Level, Spring semester; EDC-499a Coordinating Seminar for Education Specialists for the Deaf, Summer semester; EDC-456 Student Teaching of Deaf Students at the Secondary Level, Spring semester. Nash teaches: EDC-452 Educational Goals and Processes for the Hearing Impaired, Fall semester; EDC-499a Spring semester. With these and other duties they are 100% involved in the program. Other staff members have various percentages of involvement. They are assisted by a part-time secretary.

The faculty of the Joint Educational Specialist Program is drawn from the faculties of NTID and the U of R. The required core courses related to deafness are all taught by senior faculty members of NTID. The secondary education content area courses are taught by the faculty of the U of R Graduate School of Education and Human Development. All are involved in teaching and research. Much of their work does not directly involve the Joint Program. Just as their colleagues on campuses across the country they participate in a variety of research, instructional, and service activities. For example, while teaching as Harry Lang does in the following vignette, the instructor is devoted to the task. But at other times Lang is writing books and articles, promoting professional meetings, doing research, and so on.

### Harry Lang's Class

In a windowless chamber at NIID Harry Lang, deaf physicist and professor of science, invites six potential math/science teachers to estimate how many pennies can be added to an already full glass of water. The eight of us gather 'round the table to check it out. The answer this time is 7. Lang draws attention first to such things as bubbles on the pennies, then to the importance of arranging "hands on" experiences for deaf youngsters. He speaks at length as to why "inquiry learning" and the "alphabet curricula" did not become a staple of science education in America, inviting other explanations and experiences from the students. He has them in rapt attention as he goes on to talk about the importance of identifying deaf scientists as role models.

According to Stone, all of them are extensively engaged in work with schools, many through research projects examining educational problems related to deafness. Others are offering workshops in their areas of expertise at different schools around the country. In all, fourteen faculty members are actively involved in the Joint Specialist program.

Some of the students have assistantships in research or teaching at the NIID. Those positions, as do the teaching practica, provide an opportunity for them to improve their teaching skills. The staff encourages these experiences and the Institute benefits from their services.

Stone pointed out two "modalities" (of program and course sequence) designed to meet individual needs, differentiating mainly between students who are and are not already certified to teach. The program is composed of five core components: Foundations, Speech Science and Audiology, Curriculum and Instruction, Language and Communication, and Student Teaching. These were suggested by the New York State Department of Education and the Council on Education of Deaf (CED), and designed with the CED standards and N. Y. State certification in mind. The coursework in each of these areas varies for each of the program modalities. For a student seeking dual certification as a teacher of deaf and as a secondary level teacher in a content area, the program requires approximately 66 credits to be taken in five consecutive semesters. For a student who is already certified to teach a content area at the secondary level, he/she fulfills

program requirements in three semesters, completing a total of 39 credits. During the first and second semesters all students follow the same schedule. During the third semester there are three required courses and one elective in education. The student in the one year program is not required to take the second student teaching practice, that is, to teach hearing students.

The Joint Specialist Program focuses on the process of communication in general--including speech, hearing, signing, reading and writing--and on the ways in which deafness affects the communication process. Signing is a special concern. Lack of competence in signing causes high anxiety in those who are slow to acquire it. The staff takes these concerns seriously but resists letting so practical a learning dominate the training. The following is an illustration of the instruction in signing.

#### Observation of Betsy McDonald's Course: Structure of Sign Language

After extended difficulty with video equipment (a new machine delivered by a novice did not run) Betsy McDonald (PhD in linguistics) showed a two-minute tape showing a young man signing. It had no sound. It appeared to be a story. The 15 graduate students were asked to react, to say what they saw, paying attention more to "form" than "meaning." McDonald indicated she was taping their responses for future instruction on the linguistic structure of American Sign Language.

She said that comments from students with little skill in signing would be particularly useful. The students spoke of use of space, intonation, flow, interruption, passivity. It was a thoughtful analysis. Kim, a more advanced signer, indicated that it was not a story, just a description of a place, apparently in Michigan. Others added more, particularly those who had been signing when class began. (All are encouraged to sign while speaking as often as they can.)

McDonald showed the tape again. Throughout the 150 minute class, analysis and presentation were repeated. Quickly attention was centered on what exactly the speaker was saying about a mountain scene with a village in the valley. McDonald unveiled a set of paper mache mountains and toy houses (electric train props) and asked the class to arrange them as



the speaker (signer) saw them. They spent well more than an hour doing so. McDonald had two more short tapes, with the same speaker now looking at the village from different vantage points, and the class refined its placements. She had to tell them that the scene was not in Michigan, that the signer was speaking of an Amish farm. The activity captured the attention of all, with the more advanced signers clearly dominating the exchange.

Diverse field experience is a major feature of the program. Practicum sites are regularly used in several nearby places: The Rochester School for the Deaf and NTID in Rochester, The Toronto Metropolitan School District in Toronto, Canada, the New York State School for the Deaf in Rome, The Monroe County BOCES, and the Onondaga-Madison BOCES Program for the Deaf.

Questions were raised about using a Canadian student-teaching site. It was hypothesized that benefits accrued to the Toronto community which might better have been accruing to Americans paying the program's tax support. People at practicum sites make important contributions to the training but their students benefit from the student teaching and the cooperating teachers benefit from the supervision of teaching. Stone indicated that they do not have enough sites without Toronto. "We want exposure to both residential and mainstreamed classrooms, to both oral and manual teaching." She enumerated several reasons for keeping Toronto: "It is close. I can get there cheaply and easily to observe students teaching. The students are able to see an educational system different from ours--how schools are set up and where handicapped kids fit into a system like that. It gives us a large number of deaf students all in one place. At any given time we can send as many as four or five of our students to work there."

The placement of individual students in practicum sites is an important consideration. Stone mentioned the criteria used for placement: area of study, personal convenience, and her own perception of the students' future job aspirations. "For students who definitely want to teach a content area, we attempt to put them in a place they can do that. Some students know or suspect that they will want to do another kind of teaching, like itinerant teaching. We try to place them in places where they can get that kind of experience. In keeping with our balanced approach in the curriculum, students generally spend time in both residential and mainstream environments, and where possible, experience both the oral and total communication modes."

Curriculum organization and development during semesters, according to Stone, are discussed in a meeting at the beginning of the year. The instructors present and discuss goals of the courses, exchange syllabi and bibliographies they will be using. The students are a source of information about program adequacy. At the end of the semester the students are asked to formally evaluate course content and methodology used. Stone stated: "This procedure allows us to rethink the approach used and to change if necessary."

The students also get practical experience assisting at NTID's Reading and Mathematics Learning centers. NTID students come there for individual assistance in these subjects. One instructor, Judy MacDonald (a graduate of the Joint Specialist Program), described the math center: "Some students are taking independent study in math, so they have meetings scheduled weekly. Others come for assistance in math and geometry for their regular classes."

The Joint Program is administered by a Program Council composed of:

William Castle, the Director of NTID, Vice President of RIT;  
Jack Clarcq, Vice President for the Technical Assistance Program of NTID, Associate Vice President of RIT;

Guilbert Hentschke, the Dean of the Graduate School of Education and Human Development (GSEHD), UR;

James DeCaro, the Dean of NTID;

John Miller, the Associate Dean for Graduate Studies for GSEHD, UR;

Philip Wexler, the Chairperson of the Center for the Study of Curriculum, Teaching and Foundations of Education, UR;

and representatives of the faculties of NTID and GSEHD.

The Program Council is responsible for establishing and reviewing policy in the following areas: fiscal management, recruitment and selection of students, selection of the Director, faculty and staff, curriculum and instructional development, selection of the Curriculum Advisory Committee, Program evaluation, policy and external relationship.

In summary, the staff of the Joint Specialist Program is composed of two people who coordinate and administer the program, both with dual appointments with U of R and RIT, the program council, with specific administrative functions, fourteen faculty

members with different duties and levels of involvement, and one or two former program students who are working in research and/or teaching assistant positions.



## **Student Experience**

Each fall, approximately fifteen new students enroll in the Joint Specialist Program. The average age is just under 30. They come from diverse backgrounds: many hold honors degrees, many (perhaps a third) have masters degrees in subject matter such as physiology and English, some have taught for years already, some are fresh out of undergraduate school, some never having taught before are making dramatic career changes to study teaching, some are fluent signers and many are completely unfamiliar with sign language. They are rapidly immersed in an extremely demanding first semester, with a typical course load of at least five classes. The neophytes to deaf education are grappling with a plethora of new ideas, and information: the communication problems specific to deaf students, physiology of hearing and speaking, legal issues in deaf education, studying sign language, etc... Each student participates in the same five core courses, with student teaching practice looming on a springtime horizon.

The students seem to form a close-knit, supportive group as they move through this first semester. By the time spring semester begins with an intensive seminar one month before the practicum, they have come to know each other quite well. Overall, the fall coursework and seminar prepares students fairly well for the practicum experience (see Graduate Survey). The group is dispersed for their practicum placements, some as far as Toronto, Canada and Rome, New York, some in nearby areas. Most students are placed in two practicum sites in this first semester, one residential, one a mainstream situation. Effort is made to give each student both an oral and a total communication assignment. They are observed and visited by a program staff person weekly. Their experiences vary greatly.

To illustrate something of student experience the following portrayal of a total communication class in a residential school is provided.

### **David Oakes' Class**

Before class starts David goes to each of the four youngsters collecting homework, speaking and signing, making personal acknowledgment. Then he draws their collective visual attention.

"For the next assignment you are to write for an audience --something they will think is important. What is an 'audience'?" He finger spells 'audience.' "Mark?"

Slowly, almost inarticulately, Mark utters a definition: "A group of people, sitting watching a show, or TV."

"Bobby, who was the audience at last night's program?"

"Parents."

"Right. Now sometimes the audience is just one person." He speaks aloud, enunciating carefully, simultaneously signing. The four boys in his class are about 15 years old. Each is severely or profoundly hearing-impaired. They sit in movable desks, casually arranged, facing David Oakes, the student teacher, and the chalkboard. They wear sports shirts, jeans and running shoes. "In class today I want each of you to compose a letter. First we decide how many paragraphs you need.

"The audience will be the owner of a ski resort. You are writing to ask him to let you come without a chaperone. Do you remember what a chaperone is?" (Two definitions are offered). Now, what reasons do you have to convince the resort owner?"

Steve says, "I have been skiing five years with no accidents." Matt paws the air, desiring to speak: "Maybe I will promise to behave myself. I have the money." Partly because of the need for visual contact the pace of the class is much slower than an ordinary class.

David writes two of the reasons on the chalkboard. Again he asks, "How many paragraphs should we have? He pauses, then says, "Four. Why, Bobby?" Bobby doesn't answer. "Do you remember the three different parts of a composition?" On the board he writes: Topic, Body and End. "Why four parts?" A student has been beckoning to speak. Another urges him to interrupt. David motions no. He writes "1" after Topic, "2 and 3" after Body and "4" after End. "How do you know how many paragraphs in the body? Look at the example in the book. There were four reasons and each one got a paragraph. So if I have two reasons, how many paragraphs will I need?

For eight weeks David Oakes is student-teaching at the Rochester School for the Deaf. Ann Keenan, his cooperating teacher says, "I usually have them watch me

for a week, then they take over one class and I try to stay out of it. You can't teach people to teach, they have to get in there and do it." She teaches six classes of English, and by the end of the eight week period David will be doing likewise. As indicated above they emphasize language structure.

David, a graduate of law school, is older than the average student teacher. He is neatly dressed, wears a mustache. He has a purposive but easy manner with the boys.

The room is a standard classroom, somewhat small, robin's egg blue around to the high windows, fluorescent lights hanging from a sometime watermarked ceiling. One wall serves as bulletin board, with a Superman poster dominating. A flag and plants are at the windows, a yellow fibre rug on the floor.

Joan Stone, David's supervising professor, says, "David is great." Keenan agrees: "He takes my suggestions. When he has problems he comes and asks. Our approach is total communication, but we do quite a bit of finger spelling here. He's working on it. It's not a problem. It would be helpful to him if more training were offered."

David had intended to have the four boys begin writing during class but the bell rang as he finished making his comments about organizing the composition. Stone and Keenan came in to chat about how things went.

Some, like David Oakes, develop a warm rapport with their students and supervisors. Some struggle with frustrations caused by their low level of signing skills. Conflicts with cooperating teachers on a few occasions have contributed to unsatisfactory practicum experiences. Feedback is greatly appreciated. Those few who have felt isolated and overwhelmed by the complex demands of the practicum have noted that the feedback is too little and comes too late. The students, their classroom supervising teachers and faculty supervisor all have portrayed this stressful experience; the graduates are able to look at it with greater distance. With an occasional exception, the opinion is that the program does a good job of arranging and supervising their learning.

For the most part these students are not experiencing harsh financial strain. This is due to the extensive support the program is able to provide. Without it many feel it would not have been possible for them to have undertaken the program.



A few students took the initiative to express concern for one or two classmates who did not complete the program<sup>1</sup>. They perceived the strenuous academic load to be an important factor in their peers' departure and speculated about how it might be avoided in the future.

To close the first year, a summer term of three required courses and an elective is taken. Those entering the program already certified finish at the end of this term. Those enrolled for two years go on to the fall student teaching assignment. Many at this time secure assistantships and are involved in research or teaching, often at NTID. Typically this opportunity is highly valued for the exposure to and practice in signing and the development of working relationships with faculty.

The end of the second year includes courses in the specialization area and other education courses. An intention of the Coordinating Seminar in which students participate in their closing semester is to assist them in integrating their experiences throughout the program. At least for some of the graduates interviewed, it is apparent that the seminar accomplishes this goal. Several have explicitly mentioned the seminar as having been an important part of their development.

Looking back on their experience, most graduates praise the program highly. They are admiring of the faculty who taught them and the work that they are doing. They consider the program to be one of the finest in deaf education. A few hasten to add that at least one of their instructors was a good researcher but a poor teacher. The graduates regard positively the two institutions and the curriculum offered which, overall, they deem to be of very high quality. To the evaluation team they spoke with concern and sometimes passion about problems and suggestions for improvements in the program. They attest to both how difficult and yet how valuable the experience was for them. Some feel so pleased with their experience that they find no recommendations for improvements to make.

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<sup>1</sup> Among some 60 students enrolled over the five year span four students left the program. At least two of these were asked to withdraw.

PERSPECTIVES

In this section we present views of program operation and accomplishment as reported by four different groups: program graduates, faculty members, employer-supervisors, and leaders in the specialization of deaf education. Three survey instruments were used. Copies appear in the appendices. Interviews also contributed to the views collected here. Questions for each group were based on issues which involved the group.





## Perspectives Held by Graduates

The perspectives of graduates were gathered through a survey to which more than 90% responded, that is 28 out of 31 surveyed. Detailed results of the survey are included in the appendix. Based on this survey, the majority of graduates is currently employed full-time in deaf education. There are 25 respondents currently employed in the field, 23 of these full-time. Two graduates are not employed at this time in deaf education but are likely to return. Only one has left the field completely. Most indicated that it is fairly likely that they will devote much of their professional life to deaf education. Twelve indicated an 80% chance or better, and all together 23 indicated a 50% chance or better.

The graduates were teaching in a variety of settings, some private but most public, about half in secondary education, and the other half in post-secondary. Many of those in the last category actually have stayed on at NTID to fill temporary slots created by the "Rubella bulge." Just a couple of the graduates are teaching at levels other than secondary or post-secondary. Most, 23 of the 24 who responded to this question, are teaching deaf students only. In their current jobs they are using signing constantly. For those 27 involved in the field, in all but two cases their skill level in signing has improved or stayed the same since leaving the program. Whereas on the average they felt their skill level to have been between "basic" and "intermediate" on leaving the program, currently they feel that their signing skills are a little beyond the intermediate level.

Graduates overall indicated satisfaction with their current professional status. They said they feel that the program prepared them well for employment. Of the 27 involved in the field, 21 rated the program's preparation for their employment as "excellent" or "good", and the remaining six rated it as "fair". In response to the question "How could (the preparation for employment) have been better?", the most frequent answer by seven graduates was that no improvement was needed. Five indicated that the program would have prepared them better if their signing skills had been stronger when they left the program. (The concern over signing was evident in other questions as well; it is elaborated in the issues section of this report).

Four graduates volunteered that the program staff could have helped more in their job search efforts. For example "more information on state-to-state variations within the field of deaf education would have been useful, especially for evaluating first job offers," and "more job search emphasis and information provided on types of programs and job situations" would have been better. Need for additional training in the social aspects of deafness and in the needs of students and parents was mentioned by four graduates. More emphasis on practical matters such as testing and instructional methods and less emphasis on theory were also expressed concerns.

In their current employment situation they seemed to be quite active. Their work was highly regarded by their supervisors (for more detail see perspectives of supervisors and graduate profiles). Two thirds of the respondents saw themselves as serving as a resource person. More than half (15 of 27) were providing workshops in deaf education. Almost half (13 of 27) were members of professional organizations. Eleven of the 27 saw themselves as "advocates." Only two were supervising other teachers. Four have published something and the same number were involved in local committees or groups related to deaf education.

One graduate (now not employed in deaf education) encountered difficulties in securing a placement. According to her, the University failed to file properly her certification papers which complicated and eventually prohibited her from being certified and finding employment in deaf education in her geographic area. She does not expect to return to the profession. Although she found the program interesting and stimulating, she feels it was an interruption and waste of time in her career.

In response to the question "What do you consider to be the most striking feature of the program?" the vast majority of response was positive. The most frequent high praise was of program faculty and curriculum. In retrospect, many graduates indicated that although there is room for improvement in the program, they are quite satisfied with the net result. The experience was challenging and rewarding. Musing, one graduate reported she now greatly misses the interaction with and stimulus from peers and faculty and the caliber of the intellectual discussions which were part of everyday life in the program.

## Perspectives Held by the Faculty

The perspectives of faculty members were gathered through interviews conducted during the months of April, May, and June, 1985. The interview schedule provided faculty impressions of the dominant features of the program. The interviews--some done face to face and some via telephone--gave faculty members an opportunity to reflect on salient attributes and activities.

Among the faculty members, enthusiasm runs high regarding distinctive features of the program (e.g., student qualifications, curricular integrity). Harry Lang indicated that "... the program is really one that needs to be replicated." Commenting on the students Don Sims, indicated that the program gets

... mostly second career people ... students of exceptionally high quality compared to what you find in education... They work hard and they are bright.

In discussing the program's emphasis on abilities, rather than disabilities, Don Johnson, cited his course EDC 499: Assessment and Use of Vision Among The Hearing Impaired:

This is the only program in the country that teaches a course in vision to students who are in deaf education. These students will have something other students won't have; (they will know) how to develop liaisons with consulting ophthalmologists; (they will know) how to disseminate information and will be able to start visual screening programs...

He added, "Everything is directed to practical experience, to help students to be able to assume consulting roles."

As a whole the faculty from NTID and UR express general satisfaction with the program. They were not hesitant to point out areas perceived as needing change, yet there was a distinct sense of pride in their own involvement, the rigorous curriculum, (Dianne Brooks: "My Perspectives of Deafness is a very demanding course") and their students and graduates.

There appeared to be various levels of understanding among faculty members on the inner workings and logistics of this multidisciplinary program. When several faculty felt hard



pressed to comment on the total program (e.g., distinctive features and graduate satisfaction) they would either refer the question to Ken Nash or Joan Stone or shift to a discussion of their course contribution--which they obviously knew a lot about. Faculty meetings that might provide for exchange of program information and enable the team from the two institutions, were occurring perhaps only once a year. The effective coordination occurred through individual meetings with Ken or Joan.

All faculty members thought the program was balanced. In one instance there was concern over the matter of time spent in the practicum. William Lowe commented:

I personally get a little impatient sometimes with the amount of field work that cuts into course, but I do think there is a balance ... I find it a little frustrating that these people spend a whole semester with field work on the educational specialist program and ten weeks of another semester in field work with the normally hearing ... that might be a little too heavy on the field work side as opposed to the course work.

Additional concerns were voiced over matters of sequencing of hearing and non-hearing practica and in the scheduling and demands placed on students in courses on campus. Betsy MacDonald commented that, "... the first semester is information heavy. It's a killer." Don Johnson commented that there were, "... five very, very strong courses in the first semester which need to be spread out in a different way." Don, along with Joanne Subtelny, felt, "... student teaching of hearing students should be prior to student teaching of the hearing impaired and deaf students." These comments are well known among the collaborators, and often debated.

There appeared to be a concerted effort on the part of faculty members to provide a practical orientation to the curriculum without compromising the academic scholarship expected in an advanced degree. Warren Wollman indicated that he tries to "...relate everything to theories supported by empirical research, yet the emphasis is still towards a practical orientation." One is left with the impression that faculty members are responding to student interest in the practical side of instruction, yet there is a natural counterbalance of trying to frame the instruction in a theoretical mode.

The remarks of one professor represented a common belief:

The involvement of the faculty in research and teaching at NTID is a strength of the program, not an indication of lack of commitment. From time to time we do need to reinforce this idea since the program is staffed by part-time instructors whose primary work, for example as audiologists or speech pathologists, is conducting research using precisely the deaf population for whom the program is targeted.

The fundamental orientation of the program to communication is apparent in many of the views of the faculty. According to Kathleen Crandall, "We work to help students see the connections between many input-output modes. The students become well acquainted with reading and writing processes as they relate to deafness." Here as elsewhere there is the positive emphasis on competencies that the deaf youngster brings to school as well as on the unsuitableness of certain materials and pedagogical practices common in the ordinary classroom.





## Perspectives of Supervisors

"Supervisors" is the name given to employers, heads of departments, and others who supervise the work of Joint Program graduates. Their perceptions of the program were obtained in a questionnaire survey and in occasional interviews. Our questions gave them opportunity to reflect on different aspects of the program, noting particularly the graduates' performances.

Permission to use the questionnaire with their present supervisor was asked of each graduate student by letter. A post card was included to indicate permission. Of the 31 graduates consulted, we received 18 permissions that allowed us to send the questionnaire to 16 supervisors. The number of supervisors is smaller since in some cases they supervise more than one of the graduates. One graduate was in Europe and out of contact. The remaining were contacted by phone and a follow-up letter was also sent, to no avail.

Eighteen questionnaires were sent to the 16 supervisors. We received 12 back. A second copy of the questionnaire was then sent to cover the remaining six. Four more arrived. Therefore, the following data reflects the responses of the 11 supervisors for 16 graduates from the Joint Program. Supervisors of graduates from NTID and BOCES are well represented. However, supervisors of graduates in others settings are not. (See interview schedule and questionnaire in appendix.)

In addition to the questionnaire, interviews of five supervisors were conducted. Information from these interviews are included here as well as in the profiles of graduates.

In the first five questions the supervisors were asked to provide information about the graduate's job, duties, time of work, type of classrooms, number of students, and also the quality of the working condition. The next three questions were addressed to the supervisor's perception of the graduate's preparation and the supervisor's involvement with the graduate's work. The remaining questions were focused on the the supervisor's point of view about the Joint Specialist Program in terms of the student preparation, local operations, and national perspective. Additional comments were encouraged.

Responses from the first block of questions indicate that all those graduates were working with hearing impaired students, but not all at the secondary level. They hold positions at different levels and situations ranging from pre-school to college, and with additional duties beyond teaching. Some of the duties pointed out by the supervisors were:

"The graduate's responsibilities include: educational programming of 8 pre-school hard of hearing/deaf children..., inservice to nursery school staff, itinerant services to 6 to 8 children which are involved in a mainstreamed program."

"Work with audiologist as a team to provide best amplification; consult with other professionals and cooperate interdisciplanarily."

"Determine need for support from the teacher of deaf."

"Provide service to teachers, staff, and administrators on deafness and needs of students."

"Teach computer literacy modules for the 'Catch Tomorrow: Carrier Awareness Summer Program'."

"Research literature and material for career education of secondary deaf students."

"Tutoring in mathematics and physics, test correcting and observing other departments and teacher."

"General science lab, activities..."

"Individual tutorial in reading lab for students in NTID English classes."

"Support for classroom teachers of mainstreamed hearing impaired students, academic support for the hearing impaired students, and language assessment and also involvement with parents."

"Teach English courses in advanced and remedial level to deaf college students in a mainstreamed college setting."

The first program graduate was hired in 1981. By the spring of 1984, 27 of the 28 graduates that answered the survey questionnaire were working in deaf education. Only 1 was working with

both deaf and hearing students. Six of the graduates were working as itinerant teachers, 2 of them with the hearing impaired on a one-to-one basis.

Just as their job situations and duties vary, the number of students served and the average hours per week with the students also differ widely. For instance, one itinerant teacher works with 4 to 6 students, assisting them daily on a one-to-one basis. Another teacher assists 100 students in 20 hours per week at NTID.

The supervisors responded to the question: "How would you describe the quality of his/her working conditions?" Frequencies are shown below.

Working Condition:	Quality Rating by Supervisors			
	LOW	MED	HIGH	N/A
Administrative support	0	3	13	0
Parents' support	5	1	8	2
Colleague support	0	4	12	0
Instructional material	5	4	7	0
Instructional media	6	5	5	0
Classroom condition	1	12	3	0
Resource facilities	5	4	2	0

Three of the comments provided by the supervisors were:

"There is much external support provided to all teachers of deaf. However, they still struggle with support at the building level from principals, staff and sometimes students themselves. This is very typical of the place in which many itinerant teachers find themselves. It is not a peculiar state of affairs for the deaf only."

"As an adjunct instructor, she has access to all facilities and support services of NTID."

"The Program is a national one, hence federally funded. Morale is somewhat inhibited in the face of cuts and temporary positions."

The supervisors said the people working alongside the graduates are of high quality, but the physical surroundings are not as favorable.



The next questions called for supervisor views of graduate preparation, asking for areas of effectiveness as well as skills needing improvement.

The following were responses to the question: "How do you see his/her preparation for coping with the demands of this position?" Twelve said "very good"; 2 "good"; 1 "fair"; 1 "not adequate"; 0 "poor". All the supervisors provided comment about the graduate's areas of effectiveness: "has awareness of deaf student needs", "ability to operate and work with a variety of administrative styles", "communication skills", "fluent signer", "organized and thoughtfully prepared", "patient and willing to learn", "patience with kids" were some of the most frequent comments.

In interviews the five supervisors added:

"The ability to effectively meet the needs of the children even those with learning difficulties and behavior problems in conjunction with a hearing loss."

"She loves kids".

"Excellent sign skills/ability to communicate with students and colleagues".

"She is able to 'cull' the essence of the science discipline for her students and create a learning atmosphere."

"Students enjoy the class."

"She is self-starter and has developed and experimented material on her own."

"Sensitive to individual needs."

"Sign communication skills are excellent."

Almost all the graduates were rated by their supervisors as being well prepared, highlighting work effectiveness. Several indicated areas needing improvement. The following are some of the professional skills they are helping their graduate upgrade:

"Systematic approach to material/curriculum development and evaluation."

"Classroom management and organizing material."

"Consultant skills, advocate effectively without being adversarial toward administration."

"Time completion reports."

"Incorporating language, especially the students' writing into the daily routine as a way to ensure specific thinking and a vehicle for review."

A point of reflection is in order before presentation of the third part of the supervisor perceptions of the program. Almost all graduates were holding positions in secondary or post-secondary education, the targets of the Joint Program. Their job descriptions were heterogeneous. Almost all of them were rated as very good professionals by their supervisors. Do the professional skills that the supervisors are trying to help them upgrade indicate a failure of the program in preparing them? Are the several shortcomings indication of incorrect placement? Probable not, but the question of multiple aim of the program deserves further review. It is the first issue we take up in Issues section.

Concerning Joint Specialist Program strength in preparing the graduates, almost all supervisors spoke highly of the program. Perceptions of the program were consistent with statements they made of the graduates' areas of effectiveness. They referred to program philosophy, faculty, uniqueness of curricular offering variety of experiences, and practice teaching supervision, among others. Following are a few of the supervisor's commendatory statements:

"Developing the individual's abilities to meet the needs of children and families."

"Students seem to be thoroughly prepared with the necessary context of field, resources, strategies etc..."

"Good faculty, variety of practice sites, realistic approach to deaf education."

"Good pragmatic approach from B. MacDonald's courses."

"Good supervisor teaching experiences."

"Experience with both deaf and hearing students."

Some of the comments appeared as suggestions for possible future improvement. Some did not seem pertinent to the goals of the program. Three supervisors did not indicate anything.

"Lack of knowledge in development of speech skills in deaf children and diagnostic approach for the pre-school deaf students."

"More career education content and awareness of needs."

"Little formal contact between supervisor of students and program personnel."

"More emphasis in communication would be helpful."

To get an indication of likelihood the graduate would move out and up in the professional specialization we asked: What are your perceptions of the graduate's job mobility? The supervisors responses were: 6 "excellent possibility"; 6 "good possibility"; 5 "uncertain."

Opportunity to make other comments was provided. Four of the supervisors presented suggestions:

"The graduates of the program that I know are by far the best teachers of all that I currently work with (I work with 6 on a daily basis). The teachers know evaluation, not only of deaf education. These teachers are informed about the needs of deaf children as well as the special education and social emotional needs of hearing impaired students." (The supervisor then directed her comments to a specific teacher.) "This teacher is loved by the children, respected by his colleagues and loved by the parents of his students. This teacher is a hard worker who is willing to share his skills with others. He works extremely well on a 'team' and always works for the children's best interests. If all the graduates from the program were professional and as well prepared as this teacher, the deaf and the hearing community would be most fortunate."

"I have found that some of the graduates need to learn how to advocate for the deaf/hearing impaired students 'within the system'. In their efforts to provide supportive service, they alienate parents and administrators."

"The Joint Specialist Program should recruit more science/math teachers. There are jobs in the mainstream going begging!"

The graduate's creativity is certainly her gift but it was, in my estimation, fostered by the mentoring in Joint Specialist Program."

The supervisors reflected on the graduates' preparation in coping with their jobs. They pointed out the graduates' strengths and also the areas needing improvement. Almost all supervisors saw the graduates as having a "very good" or "good" preparation from the program. Almost all them have a positive perception of the program. They spoke highly of it, even while admitting they knew little of it. This does not however indicate that all supervisors have extensive knowledge of the Joint Specialist Program. They made some suggestions. It was common for them to allude to the dynamic and unending process of teacher training, presuming still ample room for improvement in the graduates and their mentors as well.





## Perspectives of the Professional Cohort

Of particular concern to supporters of the Joint Specialist Program is the extent to which the program is reaching out nationally to those involved in education of the deaf and hearing impaired. This segment of the report deals with the perspectives of the professional cohort. For purposes of the evaluation we defined the professional cohort as professionals in the area of deaf education plus those integrally involved in supporting their efforts.

These perspectives were gathered from face to face interviews and through questionnaires mailed to 35 individuals. Names were secured from the director of the Joint Specialist Program, through a list prepared by Dr. Ralph L. Hoag, as well as through referrals by other professionals in the field. This list contained the names and contact persons for programs for the preparation of teachers of the hearing impaired. All programs listed had received approval by the Committee on Professional Preparation and Certification of the Council on Education of the Deaf.

The questionnaire was constructed in an effort to obtain information on familiarity with the Joint Specialist Program's goals and activities. It was expected that respondents and interviewees would react to questions in terms of other efforts nationally to prepare teachers to teach deaf and hearing impaired students. Individuals were also asked to share their views on needed changes for such training programs. Other comments were encouraged.

We received thirty-one responses. Twenty-one respondents indicated knowledge of the Joint Specialist program. Those indicating that they are familiar with the program cited various ways by which they had received information about the program: 1) word of mouth; 2) through members of the staff; 3) "conversations with Nash and literature from NTID"; 4) "CEASD"; 5) "On National Advisory Council for NTID; talked with Ken about the program during its planning stages"; 6) "Heard of program while at Lexington School for the Deaf"; 7) "Through program's application for CED approval"; 8) involvement with federally funded programs of this sort. Nineteen of the twenty-one respondents indicated that they were familiar with the goals of the program, with only two indicating the opposite. Some of their responses, however, indicated misperception as much as familiarity.

Respondents familiar with the program were asked to give their impressions of it. Responses reflected high regard for the program, noting its contribution to the field of education of the deaf. Positive comments were voiced regarding program personnel. Some examples of the statements made describing the program:

"Seems to be based on needs identified by studying populations such as those at NIID; realistic of that population." -- Dr. Roberta R. Truax, University of Cincinnati

"The program is most innovative and worthwhile. I have been most impressed with the students, staff and program. A truly outstanding program." --Dr. Vincent Aniello, Parsippany Troy Hill Board of Education; New Jersey

"All reports received from competent CED program evaluators were outstanding." --Dr. Ralph Hoag, Chairman, CED Committee on Professional Standards

"An excellent program which all can envy because of level of support it receives from the federal government." --Dr. Betty P. Holdt, Western Oregon State College

"The impressions of the program are that the staff is committed to the program, expectations are high, and that graduate interns come highly prepared for their assignments." --Mr. Philip Cronlund, New York State School for the Deaf

"This is a carefully planned program based on the very sound concept of preparing people who are already competent in a subject area so that they may function in deaf education at the secondary level. The leadership potentials are being realized; trainees are often quite exceptional people." --Dr. Judy Smith-Davis, Teacher Ed. Division, Council for Exceptional Children; Nevada

"The preparation of the program has been extensively researched and current issues and needs in the field of deaf education are being addressed. The instructors are highly qualified and the students have entered the program highly motivated and generally professionally astute." --Mr. William Kemp, Toronto Board of Education

"It is an effective model for ensuring quality education to deaf students by teachers who have a thorough knowledge of their chosen field and personal commitment developed later in their careers, for working with deaf students." --Patricia Morrissey, Senior Legislative Associate, Committee on Education and Labor.

"Excellent academic content; qualified instructors; because graduates can only be employed at secondary level, opportunities for employment are often limited."  
--Frieda Hammermeister, University of Pittsburg.

"Too early to make judgments." --Grant Bitter, University of Utah.

In addition to getting impressions of the program from respondents we sought their perceptions regarding dissemination efforts on the part of program personnel. Of those indicating awareness of the program, 14 said that they were cognizant of efforts to disseminate information about the program; six said they were not aware of efforts, and one individual did not respond to the question. Those who responded positively indicated the modes for dissemination that they were aware of: brochures, student folders, posters/mailers, presentations at national conferences by program personnel, publications--such as Focus magazine, and other printed material from program personnel. One respondent, Ralph Hoag, noted that "Program personnel have been very active in CAID, CEASD, ACE-HI, AGBELL -- all professional organizations in our field."

Since program personnel and supporters are concerned about the national outreach of the program, respondents were asked if they saw the Joint Specialist Program as being too localized. Four respondents answered in the affirmative; ten said "no," and five were not sure and two had no opinion on the question. One respondent who saw the program as too localized said this characterization held in the sense of "point of view"; the program is thought to possibly have a point of view that may not be "representative." In conjunction to the two previous concerns, the professional cohort were asked to indicate if they perceived the program as having influenced educators of the deaf in rethinking certain issues in the area of the education of the deaf. Seven respondents answered affirmatively; seven responded to the contrary, while one respondent did not answer the question.

Respondents were then asked to share their knowledge of the students and staff of the program. Five said they knew some of the students, while 16 said they knew no one who had gone through the program. For those indicating knowledge of the students,



they were asked to share what they saw as the students' approach to deaf education. Two responses are shared here: 1) "The student teachers have generally demonstrated knowledge of various communication modalities commensurate with the levels and needs of individual students. The development of goals, presentations and assessments have indicated understanding of educational philosophies and practices generally accepted in the field of special education." 2) "Those who have gone through the program are committed to quality instruction in their subject area. Interns and graduates possess excellent expressive and receptive sign language skills." In terms of knowledge of program staff, nineteen respondents said that they know some of the program staff; only two answered "no". In response to the follow-up question: "How highly do you respect the deaf education work that they have done?", twelve respondents said "very highly"; five said "highly"; two had mixed feelings.

There were two other areas that the professional cohort was asked to respond to; the first had to do with making programs such as the Joint Specialist Program visible and the second had to do with the direction that the training of specialists in deaf education should take. To address the first area, this question was posed to the respondents: "Do you support the idea that society should have visible and unique programs for drawing attention to the difficulties of training teachers for the education of the deaf?" Nineteen of the thirty-one respondents answered in the affirmative, while nine thought this shouldn't be done. Three respondents did not answer the question.

The data presented here represent the perspectives of a professional cohort in the area of deaf education, with a few of the respondents being in the area of special education. The findings of the questionnaire survey and interview data seem to suggest that professionals in the area of education of the deaf are, to a small degree, cognizant of the Joint Specialist Program. Greater understandings of the program's goals and activities are recognized by colleagues closer to the Rochester area. There is some support for the view that the program is influencing the re-thinking of some issues in the area of the education of the deaf. It would be overgenerous to say that the program generally is raising the expectations of what can be accomplished -- though that is the case in a few instances.

No new and thought-provoking suggestions for program change were received from this cohort. One respondent did suggest that "the program and its faculty should continue in efforts to create a greater liaison with the special education community at large, most particularly through the Council for Exceptional Children which should also become more open to issues in deaf education."

About the overall program and its graduates, one respondent said:

"I have been very favorably impressed with the JESP. Graduates are of great value especially where there are large numbers of secondary hearing impaired students such as at state schools. The quality of their specialized training cannot be met elsewhere. JESP needs more visibility and recognition."



## Perspectives on Courses

Instructors, graduates and current students presented similar points of view concerning the core courses selected for the Joint Specialist program. The courses are relevant and useful. "They gave students a substantial overview about deaf education at a master's level," said a graduate working in BOCES #1. Overall, based on the graduate survey, former students rate the coursework positively (further details are found below and in the appendix). The three groups had suggestions for improvement and identified several problems.

In the first semester the course load is "really hard." Some instructors asserted that the uniqueness of the program, the content of the courses and the approach used make the first semester very difficult. One said, "I think that there is too much for the first semester. It almost kills the students. That is not good."

Another point raised by the instructors about the Joint Specialist program curriculum organization, given the time constraints, was the range of new information to which the students are exposed. They see this problem, added to the overload of the first semester, arising especially for the students without previous teaching experience. Here are two of their comments:

We have to do a lot of things in a short period of time. Some students need additional course work in their teaching field. They are completely green, complete novices about deaf education, about the special problems and strengths of deaf education. They also need the fundamentals of education.

The students are shot through this program. There is not enough time for reflection. The people with prior Masters ask the good questions. The people with only undergraduate degrees are at a disadvantage.

Graduates and former students seemed to agree that the first semester is hard. One graduate referred to it as "pure hell." The graduates' main concerns about the first semester were: the amount of reading assigned for each course; the inaccessibility



of reserved library materials; and also the assumption that is made in some courses, science for instance, that the students have some science background.

Graduates and current students had suggestions<sup>1</sup> for adding courses to the curriculum as well as alteration of the sequence of the present ones. Suggestions for course inclusions included: more emphasis on sign language; psychological testing; skills in counseling students and parents. The suggestions for alteration of the course sequence were: the course EDC 452 --Educational Goals and Processes for the Hearing Impaired should be taught later; the core specialization courses should be completed before student teaching. Some students and graduates having social studies content specializations expressed regret they did not have the special methods seminars available to people in science, math and language arts.

The teaching practicum is viewed as a strength of the program by instructors, graduates and current students. Overall, they perceive that there is a good balance between coursework and practica. One instructor commented: "The coursework is valuable, and the teaching experience useful. It gives the student a chance to apply what is in the courses." In the graduate survey, looking at the coursework as preparation for the practicum, 15 of 27 respondents rated it as "excellent" or "good" and the remaining 12 rated it as "fair". Focusing on the practicum as building on coursework, 11 of 27 rated it "excellent", 14 were equally divided between "good" and "fair", and the remaining 2 felt it was "not adequate".

The dual teaching experiences were seen by the instructors as being important for equipping the graduates with the necessary tools for their future jobs. They recognized that it is not easy to "accommodate" the entire group according to students' own priorities. One of the students suggested more considerate on-site supervision; another that there be better selection of sites.

Also raised was a question of course sequencing in preparation for the practicum. Based on the graduate survey, 15 of 27 respondents rated the preparation as "excellent" or "good", 7 "fair" and 5 "not adequate". Alterations in the practicum

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<sup>1</sup> Precise numbers of students making these suggestions are not known. The data gathering methods even including the survey often do not lead to firm aggregation. With each respondent saying something different, the team evaluators must represent the summation impressionistically.

sequence were considered. Especially for the students having no prior teaching experience, one person suggested that "the student teaching of the hearing students should be prior to the student teaching of the hearing impaired. The students should improve their simultaneous communication skills. It is hard enough to teach..." However, the fact that the hearing impaired classes are smaller, and consequently easier to manage, was a counter-argument heard.

Some of the graduates and current students pointed out course modifications they have observed. They saw these changes as a result of the program coordinator's effort and the instructors' awareness of what is happening in the program, as well as a sensitivity to the students' needs. Stone was seen as an open and flexible person. "I gather that they get together and talk to each other about the students' evaluation of the courses and their teaching."

Most graduates were extremely supportive of the program. They saw the Joint Specialist Program having helped them develop a better work style. The theoretical and philosophical aspects of the training were seen as vital contributions to their professional development.

The instructors' autonomy and involvement with their courses and program is an issue to be considered. The instructors indicated high involvement in their individual courses. They described to the team their course content thinking through and what they do to engage the students in preparing them for teaching practica. Interview data suggest that there was not a "one best model" being followed. Faculty members felt free to conduct their courses as they see fit.

The instructors high level of involvement with their own courses was not matched with involvement in the program as a whole. The views presented by the instructors, graduates and current students directed the team's attention to some lack of articulation among the program courses. Not much effort appeared given to getting the total group together, not much encouragement to group planning. Instructors seemed not involved in thinking about the future of the program. It is unclear as to any negative effect which might have resulted. Perhaps the present approach is realistic. The question should be raised as to whether or not the program would be stronger if there were more whole staff deliberation on its present and future state.



## Perspectives on Teaching vs. Consulting Roles

A programmatic issue in training of teachers of the deaf is the optimal emphasis on teaching skills versus consulting skills. At one extreme, a program can focus on primarily preparing teachers to work in classrooms with deaf students. On the other hand, it can emphasize training teachers to serve as consultants for the regular classroom teachers.

Given the present national situation with relatively few programs for training secondary teachers of the deaf, do you feel that these programs should give greater emphasis to:

X -- teaching skills needed for direct instruction of hearing-impaired children; or

Y -- consultative skills to help regular teachers with hearing-impaired children mainstreamed into their classrooms?

- \_\_\_\_\_ a. The highest possible emphasis should be given to X.
- \_\_\_\_\_ b. More emphasis generally should be given to X but some programs should be devoted to Y.
- \_\_\_\_\_ c. Equal emphasis should be given to X and Y.
- \_\_\_\_\_ d. The highest possible emphasis should be given to Y.
- \_\_\_\_\_ e. More emphasis generally should be given to Y but some programs should be devoted to X.

Three viewpoints on this matter were gathered in the evaluation. The national cohort, graduates, and employer-supervisors of graduates were questioned. The average response of all three was quite similar. Using a five point scale with 1 representing highest emphasis on teaching skills, 5 representing highest emphasis on consultative skills, and 3 representing equal emphasis, the overall average was 2.6. This value indicates that the desired programmatic stance would be a fairly equal emphasis on training for teaching skills and for consultative skills, with a slight bit more emphasis on teaching. Tallies and averages for each group can be found in the Table of Contents.

This response is revealing of the larger picture of deaf education. The national cohort, the employers, and the graduates themselves see the role of the teacher of the deaf as best



serving deaf students by not only being ready to teach, but also by being prepared to educate and to assist others on the needs of and methods of teaching deaf students.

Analysis of Perspectives on Teaching vs Consulting

		<u>National Cohort</u> n=29	<u>Graduates</u> n=26	<u>Employer-Supervisors</u> n=11
<u>Scale</u>		<u>frequency</u>	<u>frequency</u>	<u>frequency</u>
emphasis on 1		1	3	1
teaching	2	13	11	4
equal	3	10	11	2
emphasis	4	4	0	4
emphasis on 5		1	1	0
consulting				
Average		2.69	2.42	2.80 <sup>1</sup>

Among the 65 deaf educators responding to this question the commitment to training programs for preparation for classroom teaching was apparently slightly stronger than to training programs for preparation for consulting with regular classroom teachers. Although the issue is complex, that appears somewhat in opposition to the national priority for increased mainstreaming of handicapped youngsters.

Here the employer-supervisors were about evenly split, half emphasizing one and half the other. The national cohort leaned more toward teaching, and the Joint Program graduates still more in that direction. One might hypothesize that the respondents were thinking that training teachers is more difficult or that it is a necessary starting place, but there is nothing here to indicate that the graduates of this program might be expected to lead the way in deaf education circles toward greater specialist assistance to regular classroom teaching.

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<sup>1</sup> Some employer-supervisors are responsible for more than one program graduate. If responses were weighted according to the number of students they are supervising the employer-supervisor average would have been 3.06.

As has been indicated earlier, the intent of the Joint Specialist Program has been to have a balanced curriculum attendant to needs of various institutions, classrooms and policies. These questions will be developed further in the issues section of this report.



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PROFILES OF GRADUATES

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The case reports on graduates which follow were intended to portray a few of them in their working contexts. They were selected mainly to give diversity to the total representation. It was intended that these portrayals would indicate the responsibilities they now have and convey impressions of suitability of their training. It was originally expected that the views of their supervisors and employers would round out these reports but it was found that few had other than cursory knowledge of the Joint Educational Specialist Program. As we observed these graduates in their classrooms and interviewed them we kept in mind the issues (see appendix) around which we had conceptualized this program evaluation study.

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## Grace Ashley

Grace Ashley teaches at the Lexington School for the Deaf near LaGuardia Airport in New York City. She is a science teacher, one of three in that secondary school. To become a certified teacher she gave up her Jamaican citizenship and returned to her second home, New York City, after completing four years of baccalaureate work and the two-year Joint Educational Specialist Program in Rochester.

Grace is a creative teacher. Following the recent scholastic emphasis on writing, Grace has her science students keep journals of their enquiries. She takes youngsters to the Museum of Natural History, leading them from concrete experience to abstraction and generalization. She asks her juniors and seniors to write out how they would explain decimals to a fourth grader. According to Betty Nower, her supervisor, Grace's students say something rarely heard at the school: "I like science."

Founded in 1869, the Lexington School is now a complex of services for some 440 infant, preschool, elementary, secondary and adult learners with hearing impairment. Many are multiply handicapped. Overcrowded in its original home on Lexington Avenue, it moved in 1968 across the East River to a new seven acre campus and residential facility in Jackson Heights. The primary orientation of the school is to teach children to speak. Most of the children are City residents, some come from far beyond. One hundred forty eight of the youngsters are taking regular high school courses, a few even working that upper track toward a Regents diploma.

As at most schools there is a continuing effort to upgrade the science curriculum. Grace is a key worker in that effort. One of the three science teachers is more experienced than Grace, the other less. The less experienced teacher frequently, perhaps primarily, looks to Grace for help. Betty Nower says that "Grace has a neat way of getting inside student heads." Next year Grace will add Chemistry to her teaching load. It is a subject she feels not strong in, so she has registered in a methods course at Hunter College.

Superintendent Oscar Cohen describes Grace as "phenomenal, very bright, making a great impact." He noted particularly her sincerity and task orientation. He spoke of her extracurricular work in choreography and how well she integrated into the faculty as a whole. When asked what exactly the Rochester program did for her he said he did not know, but from the first look at the Profiles ("a very helpful device") he was attracted to her strong academic background. He noted that the practicum experience must have been pertinent and intensive because she was able to work into Lexington responsibilities quickly. He went on to describe the U of R contribution as "cost-effective. They can save us a semester or a year of orientation. When a teacher turns out to be ineffective, we lose the whole year. That is a major economy."

Grace attended the University of Rochester as a science undergraduate, stayed on for the 1981-83 years of masters degree work in education. She did her practice teaching at Heydon Park School in Toronto and at the Rochester School for the Deaf. She speaks highly of her program's orientation to "academics" and emphasis on pupil individualization. When asked just what the program contributed to her teaching, she expressed uncertainty. She commented that NTID science educator Harry Lang "put her in touch with problems of teaching the deaf as painlessly as possible."

Grace feels the Joint Specialist Program was too stressful that first semester, particularly as to the knowledge load in speech and language development. Enrolled without federal stipend (because of her nationality) Grace worked at the library, took a full load of courses, and studied signing. She indicated that she survived partly because of the support of two fellow students. It was difficult--but as to specifics about the program she would like to see changed, she had little to say.

Except for the posters on the wall Grace's classroom looks more like a seminar room than a science lab. It is small and displays little in the way of laboratory equipment. Down the long hallway other classrooms are similarly small and bright. The students seem at ease as they pass, chatting in sign language, lip reading too it appears, and jostling each other as language too. No one says "Ssshhh!" In the basement snack bar, both hi fi and radio blare, four or five teenagers are dancing. But the most active movement is the high sign to get another's eye, impatiently pawed until the present exchange ends. Oralism is visualism too.

Grace is pleased with her professional present, her scholastic past and her career future. Lexington School appears to her an attractive longtime affiliation. "The people here are a family." She recognizes that there are problems to be worked on, but it is a comfortable place to be. The administrators are very "accepting." The teachers like to work together. For example, a social studies teachers wasn't reluctant to ask, "Who was Galileo?" With almost a decade of good years here and at the University of Rochester Grace feels good about who she is and what she is doing.

Robert Stake, May 13, 1985





## Mary Hayes

Mary Hayes is an '83 graduate of the program with a specialization area in English. She is the only teacher for the deaf at Day Junior High School in Newton, Massachusetts, where I visited her in late May.

I interviewed Ed Mulligan, her supervisor, first. "I can't say enough good things about Mary's skills and what she has brought to the program," he emphasizes. He describes her as adaptable, confident and energetic.

As I observe Mary, his words seem true. From the front of the room she conducts a self-contained social studies class of five deaf students. Their desks are arranged in a semi-circle. Mary involves them in today's lesson on the Vietnam War. Signing and speaking through the assignment which is displayed on an overhead projector, she encourages and coaxes them, praising their efforts. Her classroom reflects her concern with her students and with deaf education. The calendar from Gallaudet College honors "Great Deaf Americans." One bulletin board display entitled "A Deaf World," includes the following: "President Reagan has a hearing loss. He wears an in-the-ear hearing aid." Another board shows the work of students including this poem,

Jean  
Independent, Deaf  
filming, editing, directing,  
happy, tired, excited, nervous.  
Jean

We move on to an integrated social studies class of 17 students including Terry who is deaf. Mary works with Joe, the "regular" teacher. Since social studies is not her area of specialization, she is less involved in planning this class. Primarily she works with Terry.

Today Joe is showing a movie on China. Mary sits on a stool next to the screen. She interprets the film as it is being projected. Terry sits in the front row and watches the movie and Mary's signing. The other students do not seem to notice Mary's presence.

In addition to these classes, Mary teaches English and math. She grapples with the conflict between her English specialization area training and the reality of her job which demands

that she teach in content areas other than English. She recognizes that it contradicts the Joint Specialist Program philosophy. However she feels that "realistically, there are very few programs which would allow you to teach full-time English. That restricts you solely to programs completely for the deaf." Her job also requires that she is interpreter part of the time, as in Joe's social studies class. "I have very little desire to be an interpreter. But I do it every day.... it's teaching that I'm here for." Her training also did not specially prepare her to work with junior high students. She has adjusted to and enjoyed this challenge, but expects that she will move on and return to working with older students at some point, which will enable her to use more of her knowledge in English.

Reflecting on her training from the program, her assessment is basically positive. "There is a certain lack of preparation for the real world..." She acknowledges though that "I don't quite know how to deal with that because everybody's real world is different." However, provision for acquiring sign language skills in the program is one change that she feels should be made.

Mary feels that the program has a lot going for it. She is impressed with the faculty and is glad to have worked with some of "the tops in the field." Her practicum experiences were stressful yet in retrospect, she feels that she got a lot out of them.

Mary sees herself very likely to continue being involved in deaf education and if not actually teaching, then administering a program, writing materials or doing something related. Beyond the classroom she is active in advocacy for her students, and serves as a resource person for parents and other teachers. Ed Mulligan refers to her as being committed to going beyond what is required in her job. For example, Mary participated on her own time in a camping trip for deaf students at the high school just for the experience. He also pointed out that she is currently enrolled in a class in ASL. Reflecting on his years in deaf education, Ed exclaims that a person like Mary "doesn't come along very often!"

Mellen Kennedy, May 1985

## Del Wynne

At about 9 on a May morning I drive to Gallaudet College and on up the hill to find the Model Secondary School for the Deaf. No one is at the reception desk so I wander the open school spaces, quickly finding the science area. I find Del Wynne's cubicle and there she is. She greets me, we exchange some puzzlements, begin to write notes, and acknowledge we are going to need an interpreter. I arrange to talk to Vivian Rice, her supervisor, then to come back to observe her botany class and later to interview her.

After lunch, in a niche just outside the chemistry pod Del Wynne gathers four boys and four girls around a pair of tables. Several rag-bag potted plants are on the tables. She asks if they enjoyed the science fair. "What did you see? What did you learn?"

One says, "I learned about mouth wash. I looked at everything. So what!" Undaunted Wynne asks another, who says, "I learned about tornados, mouth wash and bacon." "...that salt carries electricity," says another; and "fruit flies" says still another.

These eight teenagers fall quite short of matching the enthusiasm of their teacher. Wynne speaks with limited articulation, signing all the while. The students respond in kind, also emphasizing signing. (One of the students interprets for me.) The students are nicely dressed, with modish hair styles; one boy wears four earrings on his left ear. After examining each student's notebook Wynne begins the lesson on photosynthesis: "Why do organisms need food? How do animals get energy?" etc.

As is the case in most classes for the hearing-impaired, attention is regularly drawn to a projection screen. Pacing and content are knowingly tied to what can be seen together. Now on the screen: "After the plant makes glucose in the leaf, the glucose goes to \_\_\_\_\_. " Wynne says, "Can leftover glucose be stored? No, it turns to starch. Why? (pause) It is the same as eating a big dinner. You can't store all of it. Why?"



The students watch her. They stretch, yawn. Responses come mostly from two. Wynne uses drawings to indicate cellular retention of starch and the role of sunlight. The students are expected to complete statements in their workbooks, sometimes to sketch and color, e.g., to copy the projected stem and leaf. Several kids walk by, smile in greeting. One can hear biology, particularly blood and kidney function, in the next pod. Now it is time for a quiz. "Oxygen leaves the leaf through the \_\_\_\_\_. Water goes up in the \_\_\_\_\_ tube."

It is time for demonstrations. She doesn't tell them that they are going to discover a test for the presence of starch. First she has them drop iodine into starch, noting the color. And so on. They test sugar, bread, onion and rice for starch. Later they put a patch of tape on both sides of a geranium's leaf, and leave it in the sun a day to see what happens. She acknowledges that botany is a wordy affair, but follows mentor Harry Lang's admonitions to have the students get their hands on stuff.

At the Model School Wynne teaches four classes a day. When asked what particularly she liked about the Joint Educational Specialist Program Wynne says, "learning how to develop instructional materials." Currently she is modifying a course they call "Investigations." Students are to pick something to question, anything, then follow through. "It's not easy; a little confusing at the beginning, students get off the point, not following directions. It was my decision to add a little more structure, but still give choices. I like it. I am expected to submit the end product to Vivian, my supervisor, and also to the people in the Outreach Office. It's challenging."

When asked what Vivian Rice admires about the training she has had Wynne, says, "I don't know. We haven't discussed it. (Rice confirmed she was not acquainted with the Rochester program). Wynne says Rice admired the individualization while she used "Me and My Environment"--her five students were quite diverse. She speaks of learning about Bruner, Gagne, Ausubel, and Piaget at Rochester, mentions need for getting students involved and influences from many aspects of deafness, and how she has been helped by her courses on the psychology of speech and audiology.

As to program improvements she indicates need for more psychology of deafness, particularly emotional development, if necessary, trading off some of the emphasis on audiology. She acknowledges that her need for audiology is less because of the staffing and facilities already on campus. She speaks of the frequency of informing her Rochester classmates of her own deafness, adding that more deaf students should be admitted, even

if it means lowering language requirements. She adds that electives and sequencing of courses were "all fine." She describes the first semester of the program as a "killer" semester, but that "once through you are fine. She found her experiences (with an occasional exception) excellent, mentions Nash's Goals and Processes course and Harry Lang's work in particular, indicates they were shown lots of opportunities to become leaders in the field. She lauds Joan Stone's supervision of student teaching.

Wynne practice-taught in Toronto, greater Rochester, and at Rochester School for the Deaf. In nearby Brighton she had a class of hearing students and a cooperating teacher unacquainted with deafness. It was a very unusual arrangement. They brought in an interpreter. Wynne says it was confusing to everyone, but a good learning experience too.

Peter Hobbs, principal at the Model School is "incredibly positive" about Wynne. He admits that there were no other candidates with her qualifications. When asked if it was partly because she already was an effective signer, he indicates that signing skills are not key in hiring a beginning teacher. It is her solid academic background, her initiative, and her understanding of deafness that impresses him. He wants teachers with stronger instructional diagnostic skills. He indicates that he supports federal funding for teacher training, feels the marketplace doesn't make high enough demands for teaching skills. He notes that the students at the Model School arrive relatively strong in speech and language but not in science, math, and other conceptual areas. Most training in deaf education is not addressed to correct this. Teachers arrive with transcripts suspect, have to be taught how to teach academics. But not Del Wynne.

Robert Stake, May, 1985



## Kathy Reich

Kathy Reich works in the Program for the Deaf in Monroe County, BOCES #1, Rochester, New York, as one of four itinerant teachers. She graduated with a science/math major from Bloomsburg in 1972, and graduated from the Joint Specialist Program in the summer of 1983. This is her first year as an itinerant teacher. She works in two different school districts in four different buildings. Reich assists eight high school students on a one-on-one basis and is also a consultant for a kindergarten teacher who "... never before had a hearing impaired student in her class." Reich considers that a real learning experience since she was not "geared" to elementary education.

A regional service center, BOCES #1 offers services to students who attend the ten component school districts in special and regular education programs, and who attend special programs in classrooms of the BOCES. There are seven deaf specialist teachers in BOCES #1. Four of them assist pre-school kids. Four years earlier there had been just two full time positions. Among others, the duties of the teacher for teaching of the deaf include: support for classroom teachers of mainstreamed hearing impaired students; academic support for the hearing impaired students, and language assessment; and involvement with parents.

Reich is enthusiastic about her work. "...except for the wet feet getting from school to school in the winter time, I really like the independence that I have." She acknowledges that the teachers are the ones who decide what to do with the students. They are the ones who set their goals. "You have to know exactly what you have to accomplish with the student at different times." That fascinates her.

One activity that she sees useful for her daily teaching is the weekly meetings of the staff. These meetings are addressed to discussion of their problems, sharing of teaching experiences, and "gleaning" ways to handle situations. They also use these meetings for organizing joint activities for their students. A picnic, presentation by a deaf story-teller and an interpretive performance of a live play, are some of the activities that the teachers planned for their deaf students this year. Reich says that they consider social interaction necessary for the deaf student. They put real effort into it as part of their teaching.



Among her other activities, Reich is involved with group work called "Rochester Educational Interpreters". They are formulating a code of behavior and goals for educational interpreters. This work will help to set up a code of ethics for interpreters for New York state. Educating parents in workshops and a program called "TurnKey" are some of Reich's other involvements.

Work conditions vary a lot among schools. "In one place they virtually don't know that I exist--except when I go to see a teacher. They have a hearing impaired student in the school but she/he matches the other kids so much that no one is really aware of it." She believes they do not have a positive attitude about the handicapped in that school. In the other place in which she works they appear to her to have a very positive attitude about the Joint Specialist Program. She thinks that teachers and administrators in general need more understanding of hearing impaired students. Since they deal with the emotionally disturbed, mentally retarded, and learning disabled kids, they treat a hearing impaired student with low language skill and low vocabulary as having a learning disability. So, when Reich explains that "there is not a mental problem here, they are kind of hesitant, saying things like: 'are you sure you know what you are talking about'?"

The physical environment varies considerably from school to school. "The biggest problem I'd run into is to find space to work." Sometimes she has to move from one place to another in the middle of a session with a student. "We just get things going and then someone says, 'Oh, we have to use this room.'" The elementary school where she consults with the teacher is nice because then they don't have to search for accommodations.

Reich's first job was as a tutor, hired by the BOCES, to work with a single student. She volunteered to do it. The student was a difficult student. They hadn't been able to find anybody to work with him. Reich considers her teaching experience at the Rochester School for the Deaf and at NTID as very important and positive experiences. There again she had the opportunity to work with difficult students. At the Rochester School for the Deaf, "there were kids at various levels, mentally retarded to physically handicapped and deaf. And at NTID we worked with a special group of kids. The Joint Specialist graduates have worked at two different levels of practicum experience. That impresses people."

Mary Ann O'Brian, her supervisor, has a very positive view of the graduates from the Joint Specialist Program. She states that they are very well prepared teachers, "You never can tell

that they are beginners. Kathy is a very good professional and a very easy going person. I am sure that also helps a lot in her contact with the different schools and students."

Talking about the Joint Specialist Program, Reich mentioned the difference in student backgrounds as a positive feature of the program. "It gave me more insight. We used to get into some lively discussions." She considers the academic orientation at NTID very helpful. "Those people are working with the deaf. They relay information that is applicable." She has some complaint about the theoretical approaches of the people at the University of Rochester. "They talk about the application of these theories -- but I am always skeptical. I was not real happy with that." But then she mentions "real sharp people teaching courses" that helped her a lot, namely Betsy MacDonald, Donald Sims, and Joan Stone."

As part of her concern about the hearing impaired students, Reich feels the Joint Specialist Program should include a unit on "psychological testing." As an example of her needs she mentioned "the use of tests like OTIS-Lennon, an I.Q. test, totally language based." She considers it very inappropriate for deaf students. "I will not let that get into a student's record without listing the fact that it is a poor test for hearing impaired students. We need to know what is good and not so good in terms of testing deaf students."

Reich expresses her concerns about the load of courses for the first semester, calling it "stressful". "I always said that the first semester is pure hell. I still say that." But she considers the sequencing very good and necessary. She sees the elective courses offered as being good options. She speaks highly about the philosophical views presented. "We experienced a lot of different philosophies: oralism versus manualism, people who believe only in deaf schools and others who are totally, positively mainstreamed. We got a good dose of different philosophies so that we could actually (almost) identify our own approach, how we felt." One of her concerns stemmed from the fact that her practice teaching was so realistic. It made her a strong supporter of mainstreaming -- as long as the child is capable of handling the situation. "The restrictions on students in a school for the deaf made me more aware of why -- when the students come to NTID they don't have social skills, no concept of what the outside world is like."

Still concerning this issue, Reich considers it very important to expose the deaf students to people like Lang who is deaf, or Bob Menchel who is deaf and has become a very successful engineer. "It is important to let them know that there is a deaf community out there that does mix with the hearing world."

Reich is happy in her work as an itinerant teacher. She thinks that she will be there for some time. She would like to continue to be in contact with students--maybe at a community college level, setting up a program for hearing impaired students in a mainstream situation. "I hope to be, if possible, working with older students. I tend to like them better." For this summer she has plans to write a paper that will have practical application which will help the teachers of the deaf. "I have been collecting ideas and materials and I am going to put them together. I am very excited about it."

Maria da Penha Tres, June 1985

## Robert Gotwals

Robert Gotwals is a second year science teacher at the Gallaudet Preparatory School in Silver Springs, Maryland. The prep school is designated the "Northwest Campus". Until three years ago, the prep school was housed on the main campus of Gallaudet College, but is now a thirty minute bus ride away from the main campus. Shuttle buses operate between the two campuses. Gotwals explains that the Rubella outbreak in the early 1960's led to an increase in the number of students enrolling in the prep school; thus it was necessary to obtain larger facilities to accommodate the growing numbers enrolled in the prep school.

Three hundred fifty students currently attend the prep school. These students are enrolled in this school in order to learn concepts of subject matter areas that they still need for freshman studies at Gallaudet College. Gotwals informs me that the prep school offers a four-part course in his area of specialization (science): introduction to science, basic chemistry, basic biology, and physics; with each part taught half a semester. Most of the students at the prep school have either not been exposed to any kind of science before or exposed only to biology.

Asked about his interest in deaf education, Gotwals says, "I was an itinerant teacher of Braille for blind people which is where I got my start in the deaf ed business. I had a deaf-blind girl and I had to learn how to finger spell." Gotwals says that he learned Braille as a child because he thought that it was interesting. His interest in deaf education developed while doing undergraduate work at East Carolina University. Sign language courses were offered as a part of a program for mainstreaming deaf students into "regular college." Because of his interest in deaf education Gotwals decided to take advantage of the offerings. Gotwals indicates, "I took Sign Language 101, and did well enough that I was asked to become a student interpreter. I worked on the interpreting staff in a training capacity for a year."

Gotwals spends some time telling me about the students enrolled at the prep school and the colleagues with whom he works. He indicates that the reading level of the students is very low. "I think I could safely say that the reading level is fourth or fifth grade. We have to get them ready in one year to read college level textbooks. It's almost an impossible task." He describes the "woefully pitiful backgrounds" of the students



entering the prep school: "Math skills are weak, reading skills are weak, science skills -- as I've said before -- basically nonexistent." Gotwals stresses that he is very committed to a lab program in the science course sequence at the prep school since he feels that providing the students with hands-on experience will increase their opportunities for acquiring skills in the science areas.

He discusses problems with colleagues which arise partly because he is so "lab oriented" and partly because of his perceptions of the students that he is teaching. "Some of my colleagues have the mindset that they are teaching college students. They really are not. When people ask me what I do I almost tell them 'I teach elementary school science.' That's really what I'm doing." He describes working with the older faculty as "frustrating". "They're very set in their ways and it's very difficult to get different ideas or new ideas implemented. Just getting changed from the old science book to a new one was a miracle."

Gotwals describes his role at the prep school in detail. He teaches classes in "prep science" as well as working with the computers at the school. He describes training in computer usage in terms of word processing: "At any one time I have as many as 10-15 people in a regular English class. If a teacher (it's usually an English teacher) decides they want their class to do word processing, they will come in and say, 'Can you come in Monday at 10:00 am and give a presentation?' I will do some lecturing about computers and then I'll take them into the computer room and get them on the machines and teach them how to do it. And then they'll come back for a second session a week later and I'll say, 'O.K. You know what to do. Go ahead.' And I'll be trouble shooting there, seeing which kids can't get into the machine, which kids are doing all right. "As for faculty development, it's the same thing. The counselors have asked me to do some stuff with them on data-based management. So they got themselves together and we sat down a couple hours and did that. I wrote some guidelines on how to use those systems. Passed those out. Did some instruction. So that's the way it works."

In terms of his science courses, Gotwals says that he used the textbook (he shows it to me) put together by some Gallaudet faculty members his first semester on the job. He expresses dismay: "This book is not science; it's readings in science. The student must depend on reading to get through the book. But I think there's got to be teaching of English and reading skills in the lab program because they've got to write lab reports. If the lab reports don't make any sense they get sent back. I think I am teaching language development by doing that kind of thing." Gotwals points out that the text does not provide "suggested

activities" to supplement the conceptual material. He says that after his first semester he "switched over and developed labs and started having lab centered class sessions, as opposed to a lecture format. I got a grant of \$13000, \$10000 from 3-M and \$3000 from another local foundation. I used that money to buy equipment, tables, chemicals and built a lab. Hopefully I'm going to be getting another grant, another \$3000 from the same people who gave me \$3000 last year. That's in the works right now."

Since one of the issues in teaching hearing impaired students has to do with the mode of communication, I switch gears a bit and ask Gotwals to tell me about his philosophy of communication in the classroom. Certain types of communicative modes, particularly signed English, are thought to foster students' development of reading skills. Gotwals says that "In class I sign semi-sign English. I think my job is to teach science and science concepts. I'll use whatever communication method will work with the particular student or group of students to teach science. I'm not interested in teaching reading, although I do a lot of that--that's the way the class works. I want to get the science concepts through; if it takes ASL then I'm going to sign ASL. I use what works."

Gotwals commitment to the teaching of science is recognized and applauded by the Assistant Dean of Instruction at the prep school. The Assistant Dean conveys to me that in his two years at the prep school Gotwals has "gone beyond what the program offers." He describes Gotwals' development of a supplement to the science program--a lab component. He notes that prior to Gotwals arrival, the program was not lab oriented. He describes Gotwals as qualified in his subject matter, enthusiastic about what he does, an excellent signer, and an individual with initiative. In terms of initiative, the Assistant Dean mentions that Gotwals has started a computer club for the students. Gotwals also assists the students in producing a newsletter. As a final commentary on the work that Gotwals is doing at the prep school, the Assistant Dean has this to say: "Based on Bob [Gotwals], I would look favorably on other graduates of the program."

After talking about the prep school, I asked Gotwals to reflect on his two years (1980-1982) in the Joint Specialist Program and to share his impressions of it. The first area that we explore is the course offerings. Gotwals describes the course offerings this way:

I thought the courses were superb. When I found out you were coming here I was really trying to think of what courses I would recommend that they drop. I'm really hard

pressed to think of any that they should have dropped. The program is intended to take people like myself who are not education majors and give us enough education background so we know what we're doing, and at the same time teach us about deaf ed. All the courses that I had did that very well. There was just enough balance of science education and deaf education.

Gotwals acknowledges that the first semester of the program is packed, but also adds: "I didn't see any fat on the program they could've trimmed off."

There were two areas in which Gotwals says that course offerings were limited. The first has to do with the sign language component of the program. Says Gotwals:

It didn't affect me so much because I was already an interpreter but the sign language components were fairly weak. There just wasn't time for people to be taking sign language. That's a big problem. I think they've addressed it. I don't know. We all in the first class, mentioned that as a real problem.

The second area was that of adolescent development. Gotwals pauses, then says that probably a course was needed. He tells me

I had the opportunity to interpret for another student who wasn't involved in the program. He took a course in adolescent psych and adolescent development. I got tons out of that course.

After discussing the course offerings Gotwals shares his impressions of the practica in which he was involved. He describes the experience in Toronto, (one of the student teaching sites) as very positive. He taught several different subjects -- "English, math, sign language -- the whole gamut ... ninth graders, eighth graders, deaf kids ... that was an excellent experience." Gotwals explains that his cooperating teacher had to be out that semester, so he was "in charge right away." He says that his prior experience as an itinerant teacher helped him better assume the responsibilities with which he was faced in Toronto. Gotwals also speaks highly of the assistantship opportunities in the program. Gotwals suggests that the student teaching of deaf students might occur as late as the last semester in the two year program. He points that that would give students more time to acquire and cultivate sign language skills.

Asked where in terms of deaf education he saw himself going in the next five years, he indicates uncertainty. He expresses interest in continuing in the field of deaf education, mentioning that he has one more year of a non-renewable contract. Other programs are being considered by the administrators at the prep school. Gotwals says that if the programs take root, he is likely to stay with his present employers.

Noreen Michael, June, 1985





## Martha Welch

Martha Welch graduated from the Joint Educational Specialist Program in 1982. She had been a teacher of English for a number of years, then wanted to specialize in education for the deaf. She first took a position in the Program for the Hearing Impaired at BOCES #2 (a state-created regional educational services center) in Spencerport outside Rochester. After two years she found herself at odds with the special education staff there and and left to take a conventional English teaching position at Monroe County Community College.

Welch's controversy at BOCES #2 was one not uncommon to specialists in deaf education who work closely with specialists in speech and specialists generally in education for the handicapped. Not surprisingly, the former see deaf youngsters--at least many of them--having very different needs from youngsters otherwise handicapped, especially from those with mental incapacitation.

A mutual understanding had developed between her and the people who first hired her at BOCES #2. Then into the situation came new people with different ideas. As chairperson for the program Welch had built it up to five fulltime teachers of the deaf and one full-time audiologist with an audiological unit to be constructed on site. Of the five fulltime teachers of the deaf, four worked with "mainstreamed" students only. The fifth worked with a preschool program. The problem came with whether or not the program needed a teacher specially trained in instruction for the special ed hearing impaired. Welch of course said it did:

"As with many problems there were many strands. One strand had to do with the great difference between what a teacher of the deaf does and what a speech teacher does. Another strand had to do with different views of the special education child who is hearing impaired. At BOCES 2 we had one who became a 'regents track' student, a very able youngster it turned out, who had been labeled as 'special ed'--but he was only deaf. He had equipment put on him late. He got support services late. So late identification is part of the problem."

"As for that first strand, a deaf child in a mainstream situation is likely to be assigned to a speech teacher. However well trained, speech specialists are seldom familiar with a child's experience of deafness. The speech teacher takes the

child for 2 or 3 half-hour sessions a week for drill on speech production. The child often becomes saturated with it, frustrated with it, and wants it no more. The classroom teacher often resents the time the child spends away, leaving her with her kids together perhaps for no more than an hour and a half a day. Sometimes the speech teacher would like to use the class' curriculum material, but usually it does not happen. In contrast, the teacher of the deaf works with the deaf child one hour a day every day, plus meets with five academic classroom teachers plus a gym teacher (where lots of problems happen) plus a music teacher (where lots of problems happen) plus homeroom (where the announcements aren't heard). With a much heavier caseload the speech teacher can't build the rapport, can't relate to the child's place in the classroom. Her attitude often is, and should be, 'Well, language development comes first...' However, the speech teacher and the teacher of the deaf who work together well are a marvelous team. Suppose the child is learning the terms 'congress, congressional, confederate, and constitutional.' It may take two weeks to recognize them on the lips, but the concepts also have to be understood. At BOCES 2 for a while we had that cooperation and mutual support between district speech teachers and the itinerant teacher of the deaf. It clicked."

"And a third strand had to do with differences in audiologists. The program did not prepare me for that. The audiologists we were using the first year shared my point of view about special ed kids. All year long they helped me get equipment on them, working with teachers, getting parents to realize it would help the child a great deal. A new audiologist came in and without consulting me countermanded the directions of last year's audiologist. I protested. Parents were upset. After a while my supervisor saw the problem as intractable and asked me to resign the chair. So I resigned and left."

"While doing the UR practicum, in the two assignments I had, I got inklings of the whole political game, administrators getting rid of professionals, the budget pie--and there was something of it in the textbooks and classroom discussions--but the real awareness took a long time. I am not sure that any graduate program prepares you for the political part of it, the interpersonal communications. I was glad I was greyhaired. I often pictured one of the younger graduates of the program being in my shoes. I think I was able to survive longer by already having taught for 25 years."

With a husband working his final years before retirement, and thereby constrained to employment within the community, Welch took a job teaching freshman composition and sophomore communications at the local community college. "I don't have any deaf or hearing-impaired students in either or those, but I'm there and they know it. I have done some 'inservice' for the English

faculty. Currently there are maybe eight severe-to-profoundly hearing-impaired students. My colleague John Stanton got a grant to start a support program, but he is meeting resistance. I don't believe that MCC is ready to support those students well.

"My experience at BOCES 2 was good. It taught me the variety of backgrounds a community college student might have. The tenth graders I was working with are winners. They may go to NTID (National Technical Institute for the Deaf) but they may want mainstreaming. They may not want suddenly to be deaf. They don't see themselves as that isolated. And places like MCC need to be ready."

"MCC has limited funding. It has to fight for every dollar. Its administrators fear being obligated for the extra costs of teaching deaf students. They are reluctant to strengthen the program. It seems better to push it aside. It is not they but my fellow faculty members who have asked me why I don't volunteer to work with these students on their English skills. I tried politely to tell them that I am a professor, not a tutor. Much of the burden now cast on a professor should not be the professor's burden. The work should come from the support staff. But the administration still has to be convinced."

"Some of the responsibility is the family's. Parents need help organizing their responsibility from early on. One of the things I would like to do is some writing addressed to the parent of the newly discovered deaf child. They have no awareness of having any clout. They need to know of others who have struggled for support. They need to know what [properly prepared] teachers can do in the classroom."

Welch recognized that a teacher training program cannot cover everything, and that this one covers a great deal, but indicated some of the things she wishes she had learned more about: using computers for instruction, evaluating materials and vendors, the increasing technological side of society. As to strengths of the program for herself she noted the comprehensiveness of the whole consideration of deafness and deaf education and the instructional orientation in many of the classes to hands-on-projects. And "the discussions and projects that gave us opportunity to learn from our peers. Often we teach the way we ourselves were taught. Deaf students need lots of individual participation in the classroom. And very often the program modeled that."

Robert Stake, May, 1985





## John Stanton

John Stanton is a program director at Monroe County Community College. He describes his work "fundamentally as teaching" but he is helping instructors and administrators deal with a small but increasing population of deaf students. Because it coincided so well with the development grant he obtained he has been named chair of the professional development committee for the whole college.

He has found his work problematic partly because he faced a strong expectation that attention to deafness was a matter of "student affairs" rather than "academic affairs." On his, as on most campuses, there is a strong division of labor along these lines. At MCC there is a vice president for academic affairs and a vice president for student affairs. Stanton felt that the key work that needed to be done was to inform instructors as to how to make assignments and arrange learning experiences for the deaf. The vice president for student affairs felt that the funds primarily should be spent on counseling and tutoring students.

And there was the even greater problem that in the long run it would be financially risky for the college to encourage deaf people to enroll. Costs of supporting the deaf student run far higher than average, so in an institution already facing budget restrictions, a prudent administrator is cautious about promising new services for the hearing impaired.

"As an instructor I had obtained a three-year nonrefundable \$100,000 grant for the college. The first thing the director of counseling said to me was that he did not want this program to grow. I was there encouraging deaf students to enroll, so it was a conflict situation. The immediate problem was not in the area of counseling. In effect we hired an additional counselor from the grant. And we hired tutors. They did an enormously successful job. As a result, after our first semester we had 50 enrollment applications from hearing impaired people. You can predict what happened then. I became very unpopular.

"But a more important struggle was going on at the administrative level. There was something of a battle between the two vice presidents, but quiet. I had been there for 16 years and I had not been aware of it. Student affairs had wanted to control developmental studies, but lost. My role with the grant was to

coordinate certain services to the faculty. When I wanted to set up a workshop for faculty members the director of the counseling department would say, 'I want to use my own people.' He would discourage efforts to get faculty people on it. I thought it terribly ineffective. I wasn't able to do my job. Help for disabled students--students in developmental studies--should really be in academic affairs. The college is moving in that direction but it has taken years.

"Actually we do not have a large number of hearing impaired students. In the beginning I tried to get the college to do 'intake testing.' The response: 'Well, if we don't do it for other people why should we for hearing impaired students?' And they did accept some who had no chance of success. Some of us suggested that we focus less on the profoundly impaired pre-lingually deaf, but more on people with significant bilateral hearing loss. We could support these students much better. Given the faculty development going on, in the future the college is going to have a much larger hearing impaired population. Not the profoundly deaf--that population is really in decline. But here and elsewhere we are going to have the hearing impaired at college."

Stanton indicated that his sense of what deaf education is has come largely from the Joint Specialist Program. He cited Stone's course and discussions of Piaget and Vigotski. He spoke of Harry Lang, his mentor in science education, who had the same cognitive approach. "Harry said one thing I never forgot. If you look at all the difficulties in educating the hearing impaired you lose all hope. But drawing on Vigotski's notion of a 'zone of approximal development', you look at each student in terms of what he can accomplish with assistance. I had a real problem changing my earlier paradigm to a more productive one. Now I am inclined to look at the process more cognitively, less behavioristically, more individualistically, more contextually. As to educational ideology I think the Joint Specialist program was solid."

Robert Stake, June, 1985

ISSUES

As is common with naturalistic-responsive evaluation studies, an evolving list of issues was identified to guide observations and analysis. Our list at one intermediate time is included in the appendix. The issues of most interest at the end of the study are discussed below. By issues we do not necessarily mean "unconsidered problems" or "problems needing change in operations," merely major considerations for us in understanding the quality of the program and major considerations for the staff in their self-evaluation and program planning.





## The Multiple Aims of the Program

At the conclusion of our observations and study we recognized several issues important to an understanding of the quality of this teacher training program. The first is: "Is the program trying to accomplish too many diverse aims?" As indicated in the description of the program early in this report, its aims are many. Most are compatible, but each needs its resources.

The need for a new type of professional in the field of deaf education came in recognition of the academic deficiencies among deaf students and in acknowledgement of legal mandates. To accomplish the goal of improving the plight of secondary-aged deaf students the program stated its intentions and forged a cooperative arrangement to provide a sequence of enabling courses and practica. Each of the dual aims below is pursued at the expense of the other aim--so difficult choices are ever present.

- \* training for pedagogical expertise versus training for skills at consulting with other professionals and parents;
- \* upholding a rigorous Masters' program that stresses academic scholarship (characteristic of University of Rochester) versus developing practical skills (characteristic of NTID) in actual classrooms;
- \* training for secondary-level employment versus that for post-secondary employment;
- \* serving national needs for teacher training versus serving regional needs;
- \* providing a one-year program for experienced teachers versus a two-year program for liberal arts graduates.

Director Nash has wanted to keep all these aims under pursuit. He has intended to achieve a "balance" in each pair and correctly claims that the two can enrich each other. Balance of course is not a worthy standard if both sides are equally but inadequately supported in a situation when one alone could be.

As stated in the forthcoming section on "least restrictive alternatives" the aim of training for subject matter proficiency and consulting roles is attentive to both legal considerations and job demands. From the survey sent to graduates of the program and the national cohort the data most convincingly support the need for both teaching of and consulting functions. The ethos of the program supports both aims. In one survey item, current

supervisors of the program's graduates and the graduates themselves revealed a preference for program attention to the teaching role over the consulting role. The adequacy of the program's emphasis on least restrictive environments and support for mainstreaming will be discussed in the forthcoming section.

A rigorous program that provides a balance between academic scholarship (the dominant orientation at the University of Rochester) and practical teaching and consulting (stressed by NTID) has been achieved to a remarkable degree through demanding coursework, class projects, and extensive, well-supervised practica. Some students have asked for a more practical focus, wanting to diminish the theoretical aspects of the coursework. Such reveals a lack of understanding of what a master's degree represents. Balance has been achieved in the view of most people involved. The philosophical difference between academic and vocational education is well documented, yet this program appears to treat those differences as strengths of diversity rather than clashes of ideology.

There appears to be little more the program can do to direct the job choices of graduates. Post-secondary instruction has some enticing and seductive features not found in most secondary level positions. The professional enrichment and exposure that goes with teaching at NTID is a powerful lure. However, the secondary-level focus is well conceived and in considerable demand. No data gathered pointed towards changing this focus.

The multiple aim of providing a one-year program alongside a two-year option is advantageous for students with strong qualification. A point to consider though is the expense of the two-year option. In place of each two-year student 2 one-year students could be trained. Training should not be limited to those needing two years but the stipends perhaps should go only to those needing one further year for dual certification. This probably would diminish the variety of newcomers to the field. The need for getting more liberal arts and technical people into deaf education is apparent. The program reasoning appears sound, but the issue needs continuing review.

With the exception of the problem of regionality, the multiple aims built-in and fostered by the program are not being expressed as a concern on the part of students, graduates, employers, the advisory committee, nor the faculty. The evidence supports the multiple aims as a strength. Even so, the definition of balance changes. As time passes these five pairs of competing aims shift in priority within the field. The project staff should remain attentive of them as new initiatives and questions of program quality arise.

## National Impact

One issue which arises when considering the merit and worth of any program, but particularly when evaluating a federally funded program is that of impact. According to the RFP, impact is a key issue. This issue can be couched in terms of the question: "What are the indications that the program is having a national impact on education of the deaf?" The issue of national impact has been raised by program personnel as well as program sponsors. They recognize that "measuring" impact is a task needing sensitivity to the complexity and contextuality of educational processes. But the more critical question has to do with what constitutes national impact. That is one of the reasons the director opted for an evaluation by outside specialists. We outside specialists too find the measuring difficult. We have no simple yet valid indicators. Any interpretation of national impact requires thoughtful deliberation.

The simplest but not demonstrably valid indicator of national impact is recognition/esteem. In our surveys and interviews when we asked deaf educators unconnected with the program a few knew of its existence but nothing of its advocacy or accomplishment.

Placement of graduates in influential positions of employment is a step toward national impact. Supervisors responded to questions about the work that graduates are doing. One graduate was described as going beyond the existing program by developing further the curriculum for the students. Another was described as understanding students very well, and serving as a role model for other teachers at her place of employ. Probably the highest common accolade regarding the influence of these graduates in their work places was expressed this way by one respondent: "The graduates of the program that I know are by far the best teachers of all that I currently work with (I work with 5 on a daily basis). The teachers know evaluation, not only of deaf education. These teachers are informed about the needs of HOH/Deaf children as well as the special education and social emotional needs of hearing impaired students."

One of the concerns which arises as one considers the graduates' contributions to the field is a recognition that the majority of graduates have remained in the east coast region. Most in fact are based in the Rochester area, with at least 20%



of the program's graduates working at NTID. Students attending NTID do come from all parts of the country. This matter is addressed later as the "regionalization" issue.

Another way of approaching the issue of national impact is to consider the extent to which the program influences re-thinking of issues in the education of the deaf. Does national impact manifest itself through the adoption of the the program or parts of the program by other professionals in the field. Marlyn O'Neill, a specialist in the education of the deaf, says of this expectation: "In the past 10-15 years there has been increasing disillusionment across the country with model programs. Partly because of their unique funding and clientele they are seen as non-representative. They do not guide local practice." Diffusion and adoption of program ideas would be evidence of impact but--especially in the face to this disillusionment--measuring and "attributing them to source" would require research far more expensive than this small evaluative study.

But there are profession-wide impacts other than adoption. Richard Silverman pointed out that the program would make a major contribution if it helped raise the aspiration of secondary educators in deaf education. For this it is not even necessary that members of the cohort be aware of the existence of the program. For this it is useful to attend to the extent and quality of dialogues between the program personnel of the Joint Specialist Program and other professionals in the field. To what extent do program people spend time with others in the field at professional conferences and other such occasions discussing the complex issues associated with preparing teachers to teach the hearing impaired? Is what is being said helping anyone to better understand the educational problems of the hearing impaired?

We looked for evidence of national impact according to each of these interpretations. Unfortunately, in none of these ways was this program making a visible impact nationally. To be sure, the important influences are subtle and our acuties are limited. But we did not find supportive data. It is easy to expect too much, and clearly the program is providing a needed national service, but the fact remains that we did not find hard evidence of a national impact.

## First Semester

A concern raised not only by students but by graduates and faculty alike is the heavy load on students the first semester. One student called it "a killer." The vast amount of information the students are expected to process in a short amount of time seems to be the essence of the strain. It is not clear as to why the program was so designed initially. However, stakeholders in the program have suggested a variety of ways of ameliorating the situation.

Revision in course sequencing is a common plea, the gist of which is to postpone anything that can wait until after the first practica. This could mean putting off an entire course until later or adjusting courses slightly with the trimmed material included later in seminars or integrated into appropriate classes. Yet another point of leverage for easing the anxiety felt by first semester students is some use of pass-fail grading.

Another suggestion was to ensure a more uniform background among the incoming students. Those without experience in education, in deaf education, or in signing are seen to be at a disadvantage. Strongly encouraging, if not requiring, certain knowledge and skills is a solution proposed by some. The summer prior to entry into the program is cited as a potentially desirable time for remediating deficiencies.

Related to this issue is a concern about students who do not complete the program. The degree to which it is a pressure problem is difficult to decipher. Relief in the first semester is speculated to be likely to have beneficial outcomes in retaining students and raising the quality of learnings.



## Practicum Experiences

Another recurrent theme appears in a debate over optimal arrangement of practicum experiences. The subissues are diverse here.

The sequencing of training experiences was occasionally cited by our respondents as needing alteration. Students who are teaching a first time or who are not yet strong in signing might benefit from teaching first in a hearing classroom, with placement in a deaf classroom coming later. This would allow time for improving signing skills for those in need. Also it would ease new teachers into teaching by reducing the difficulty of their first assignment. A counter argument to this, however, is that because deaf classes are typically smaller than hearing, they are not as demanding, and should precede the hearing placement as they currently do. The reality remains that this aspect of the program, though not seen by some as optimally sequenced, is not flexible. Supervision of hearing placements apparently can be arranged through the U of R only in the fall.

The choice of practicum sites is also an issue. An incongruence between the philosophy and style of teaching of the supervising teacher and those of the student teacher sometimes resulted in an unsuccessful practicum. There appeared to be an element of luck as to what kind of placement a student gets. Finding suitable placement for each student enrolled was sometimes a problem. The staff was aware of this.

Some students described the "carry-through" of coursework into practicum work as "well integrated." They told us of classes in which they developed practical understandings such as "what a hearing aid can and cannot do" and "how important my voice was in class." Other students found the connections between theory and practice inadequate. "Less theory and more hands on," was the recommendation of one graduate. Developing IEP's and lesson plans, more observing of other teachers, and learning more about testing are the kinds of practical skills that would, some said, have prepared them better.





## Regionality of the Program

The Joint Specialist Program is conspicuously oriented to its geographic region. As to recruitment, practicum sites, and ultimately job placement there is a high concentration of activity in and around the Rochester area. On paper this is a national program. It has an advisory council with national representation. Its funding is predominantly federal. It purports to achieve national purpose. Program faculty members have research interests that reflect contemporary nationwide interests.

Its regionality of program reach and placement has been a problem. The advisory council has expressed dismay over the disproportionate number of graduates employed in the immediate area and the proximity of practicum sites to Rochester. At their May meeting the members reviewed the merits of practicum sites in the west and south. The project staff objected, pointing out the logistics of visitation, supervision, and coordination, yet agreed to seek further ways of acquainting students with activities and placements further from Rochester.

Most dramatic is the fact that as of this spring over half of the graduates had taken jobs at NTID, Monroe County BOSES, and Monroe County Community College. Joan Stone pointed out that that was a temporary situation, ...

...we would have liked it better if the rubella bulge had not appeared two years after our program started and a lot of people had not ended up at NTID. Our ultimate objective is that people will be pretty well dispersed across the country.

Not so certain things would change, Joyce Horvath, a 1984 graduate of the program currently enrolled in the Ph.D. program at UR commented that "a lot of people get to liking Rochester so much they hate to leave." With the Rochester School for the Deaf long established there and the more recent addition of NTID, Rochester has the reputation as a culturally and educationally progressive home for both hearing and non-hearing people. With a strong industrial base the city is in a period of economic growth and urban renewal. Prosperity is reflected in increased support for education. With this growth and prosperity has come a proliferation of positions related to deaf education.

Students affiliated with NTID, U of R, and RSD have a fine exposure to the heartbeat of the local community. Local demand for trained deaf specialists meets local supply. It is a natural process given the contacts established through program activities. It has been noted that program graduates are the best recruiters of future applicants. Accepting local applicants ultimately heightens the regional concentration of program graduates and widens the gap between national and regional placement.

If it is desired that graduates spread out across the nation it is important to provide similar opportunities outside Rochester. Placement activities have been exemplary in portraying what the employer can obtain. But the majority of placements are made through connections made much earlier.

Were this truly a model school its practices would be borrowed by other teacher training institutions--and thus might come the national benefit. It then would not be so important where its students were placed. But that has not been the intention nor the prospect. As Joan Stone told us, "our students are our dissemination."

How national are the program's recruiting and outreach efforts? Our observation is that there has been a strong effort to recruit students from across the country, but only a modest effort to involve students in activities outside the region. More vigorous (and expensive) efforts would produce more.

One strategy to attract more outside applicants would be to make cooperative arrangements with a few distant out-of-state secondary schools for the deaf. At least a few no doubt would find this program an attractive ally because of its contemporary focus, intensive and rigorous curriculum, and flexible course offerings (especially for the more experienced applicants). As are all schools, such institutions are in need of staff development and upgrading professional networks, particularly in the area of subject matter specialization. They might grant leaves of absence to promising teachers and curriculum supervisors for graduate or post-graduate study in the Joint Specialist program. The end result might be an enhanced placement at the allied institution not only of the returnee but of other graduates drawn into the collaboration.

Receipt of federal funds always implies some engagement in national alliance. The program has nicely documented the nationwide need. The program's national advisory council has supported a national purview. Some program activities that could best foster this national commitment appear now to be too regional. Strategies that open recruitment and practicum activities further should again be reviewed.

## Implementing the "Least Restrictive Alternative"

Another issue for the Joint Educational Specialist Program is its ideological and practical commitments to "mainstreaming." How its students come to perceive legislation, social pressure, and teaching responsibility and how desirable they see different challenges and worksites influences the contribution they will make to national resolution of "least restrictive alternatives" for deaf youngsters. The intent of the program is to present both the advantages and disadvantages of mainstreaming, and it does this. The intent is to provide field experiences half in residential settings and half in mainstream settings, and it does this. The question remains whether or not the program does what it should in helping students attain a thorough understanding.

A mandate for a "least restrictive alternative" has been at the forefront of special education for well over a decade. The least restrictive alternative according to Klein<sup>1</sup> is based on the principle of normalization: "normalized experiences are those which, for handicapped children most closely resemble those of their nonhandicapped peers." A least restrictive setting would increase the likelihood that there is physical, social, and instructional interaction among a diversity of students. The mandate calls for major departure from past practice. In recent years, educational opportunities for handicapped students have multiplied. The roots of change are embedded not only in the principle of normalization, but in the principles of equal opportunity and due process.

Implementation of the federal mandate for least restrictive alternatives in special education requires an enormously individualized effort. Neither the law (P.L. 94-142) itself nor the regulations for implementation provide an operational definition of "least restrictive alternatives." What has been provided are descriptions of elements which must be present and processes which must occur if a school is to be in compliance with the law.

Within the field of deaf education implementation of these elements and processes has been slow, and the appropriateness of the mandate for deaf children continues to be debated. In addition to issues raised in elementary education, at least two

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<sup>1</sup> N. K. Klein. Least restrictive alternative: an educational analysis. In Education & Training of the Mentally Retarded. 131, 102-114, 1978.



obstacles have impeded secondary-level application of the "least restrictive alternative." First, interpreters for the deaf are not proficient in the subject matters,<sup>2</sup> and second, subject matter certified teachers are not normally trained to work with the deaf. Relative to other handicaps, deafness is a low incidence condition with a history of heavy reliance on teaching in self-contained, isolated settings.

The issue of what constitutes a least restrictive alternative presents some serious dilemmas for the field of deaf education. For the deaf youngster regular high school classrooms can be more restrictive than self-contained classrooms. Deaf students are often greatly isolated by untrained teachers and by social interactions that occur only among the hearing. A self-contained setting usually has trained deaf educators and more social interaction among deaf peers. Still, it isolates the deaf student from the mainstream hearing population and lacks many essential features of a normal environment. In the words of Joan Stone, "...there are no easy mainstreaming solutions."

The Joint Educational Specialist Program does not take an easily discernible philosophical stand on the issue of mainstreaming. There is a strong commitment to "balance" and a clear tendency to minimize handicap, to treat the deaf child as another kind of normal child. As to mainstreaming, the students are helped to discover for themselves what works best for particular individuals in particular situations. One way math and science students discover "placement" alternatives is through Harry Lang's course. In his Methods of Teaching students discuss various situations that arise in the mainstream environment. Inquiry is furthered by guest lectures and problem-solving exercises that explore attitude problems handicapped people face. Lang indicated that graduates from the program working in a mainstream program,

...need to deal a lot with attitudes and find subtle ways to affect changes in the environment without forcing 'handicapism' on people ... you have to find ways to change attitudes ... For example at one workshop, when I was talking about mainstreaming, a person said, 'Why invest a dollar on a nickel kid?' ... basically, I said two things: I feel we're investing a nickel on a

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<sup>2</sup> It is pointed out that the role of interpreter does not imply proficiency in subject matter. Whether it is their obligation or not, interpreters do not now provide deaf students with input of classroom ideas at the level of sophistication available to hearing students.

dollar kid and for every dollar that you invest in students the government gets back a lot more in income taxes.

In terms of the overall program goals Ken Nash emphasized that the program

...gives people the tools to evaluate and decide what is appropriate for a given situation, at a given time... Sometimes it's best to illustrate this point on a matrix where one axis represents the 'continuum of service environment' and the other axis is 'needs of the child.' There is a wide spectrum of alternatives...this is a dynamic process and decisions are specific to a given situation.

John Stanton, a 1983 graduate, had this perspective on how the program dealt with mainstreaming:

When I think of mainstreaming I think again of how so much of what we learned in this program was transferable to classrooms without hearing-impaired students. We were looking at the learning process. Of course there are differences between a school for the deaf and a public school. But the competencies required of teachers greatly overlap. At the time I felt there was a large emphasis in the program on mainstreaming.

Commenting further Nash indicated that the driving force behind the program is the notion that the field of deaf education needs a new type of professional that can adapt to the continuum and the needs of the child. Professionals in the area should feel competent in a number of diverse roles and settings and should be able to integrate a wide variety of educational resources.

But for all the emphasis on adaptation and choice, the setting for the program draws the Joint Program teacher trainee away from preference toward mainstreaming. More attractive facilities for teaching are clearly associated with institutions dedicated to deaf education. Some of the best professional supervision was to be found in schools for the deaf. Perhaps it is too much to expect but there is not much in this program encouraging a student to become a champion of the school district struggling to provide good secondary education to the deaf youngster living at home, i.e., a leader in mainstreaming.

All but one of the 29 graduates surveyed indicated the program should prepare students for responsibilities as resource persons for mainstreamed teaching in addition to preparing them for responsibilities as subject matter teachers. According to our observations the program was making a good effort. Its sponsors and staff should consider again whether that effort falls short of the need.

Program people have examined this issue. They have pointed out that for deaf youngsters who can economically be educated in special education classes, the least restrictive environment as well as highest quality education and quality of life sometimes will be in rooms with other deaf children. Certainly supportive of the mandate for a "least restrictive alternative" is the program's emphasis on diverse roles and responsibilities. If the program were only to train for the purpose of subject matter certification then the ultimate effect might be limited to employment of graduates in segregated, self-contained facilities (those in the best position to afford a full-time subject matter specialist). By including facilitation and consulting roles graduate competences have been expanded to include a wider continuum of support services, thus also enhancing job opportunities. The staff recognized that improved education for the nation's deaf depends both on high quality teaching in special rooms and on high quality consultative assistance to regular rooms--ingredients ultimately in each "least restrictive alternative."

## Signing

We found controversy over whether or not signing should be a formal part of the curriculum. The issue was complicated. Students and graduates expressed dissatisfaction over a lack of opportunity to acquire signing skills in the program and over the obligation for students to begin practice teaching with their signing skills still very weak. One graduate said, "the program should have prepared us better in the area of ASL and communication. In my [job], ASL is the whole story." Some students felt that if signing skill is not a program prerequisite, then it should be given for credit and that time should be made, for those who need it, to fit signing into their schedule. Another suggestion was "silent weekends" of intensive sign language participation.

Other students well aware of the problem felt that it not the responsibility of the program to teach signing. Typically faculty members expressed similar sentiments, asserting that it is not appropriate for a graduate program to award credit for signing. Some instructors encouraged students to find opportunities to practice, making acquaintances, going to bars, whatever it took.

We found employers of graduates quite tolerant in this matter. They seemed quite satisfied with the quality of graduates' work. Initial weakness in signing skills did not concern them greatly.

The dilemma of the novice signer and teacher remains. As expressed by one student, "Having to sign and having no teaching experience drove me nuts. I was at a loss receiving communication from students. Nothing in the program helped me, per se." More practice in and exposure to signing prior to the practicum and before leaving the program would ease the anxiety.





## Improving the Program

The way to improve a program sometimes is to improve its goals, perhaps making them more realistic. But usually, the best way is to take a tough look at the problems. This is difficult for this program, partly because it does not have any really serious problems. Still, it could do more in the way of self-study. The original design of this evaluation effort included a small plan to increase the self-study activity of the Joint Program, but due mostly to schedule conflicts that self-study had not got underway at the time this report was reaching final draft.

Perhaps the most serious problem the program faces is a philosophical one--greatly colored by economics and politics. From the outside this program appears to be affiliated most closely with NTID and with education of the deaf in special facilities for the deaf. The majority of the nation's deaf youth are not being educated in such facilities and, to some degree, the goal of the nation is, for better or worse, to have them "mainstreamed." (See Least Restrictive issue). Maybe because federal support is so political, but for whatever reason there appeared within the Joint Program to be little discussion of the issue. The evaluation team found little consideration either by students or faculty in this "national debate." The students were aware of positions taken by NTID and Ken Nash. The positions appeared to them (and to the evaluation team) to be reasoned, but not up for reconsideration. It seemed to the evaluation team that on such an important issue, integrity of scholarship and the opportunity to be influential in professional meetings and journals might be jeopardized if vigorous discussions did not continue. A review of this matter could be part of its self-study.

The Program's National Advisory Board considers the regionality of placement to be an area in which improvement is needed. Our data backed this concern. Possible correctives should include revisions in recruiting. Ordinary and exemplary recruiting would probably continue to provide a student body tending to locate in this region, unless drastic restrictions were placed on applications. Such restrictions seem not in society's best interests--better to have regionality than a less able group of enrollees. Still, efforts to enroll more persons likely to practice in the south and west seems possible. A more likely improvement might come from finding ways for at least the more

mobile students to spend some of their last months in the program in other regions affiliated with deaf educators attentive to placement possibilities.

Improvement in national impact is of great concern to the directors of this program, partly because of past promises and hopes for continuation funding. Outside a large and important circle of acquaintances, the program and its advocacies are largely unknown. It is apparent that unrealistic expectations of future program impact have on occasion been voiced in order to preserve the high quality teacher training already going on. Directors sometimes are under pressure to promise impact they cannot realistically hope to have. There is no way that they (or even the entire federal and state establishments) can revolutionize deaf education practices. Social and political analysts have been pointing this out with every reanalysis of Great Society change efforts.<sup>1</sup> Nevertheless, many important changes can be made. These program associates can enrich a discourse that reflects and guides nationwide practice. The graduates themselves are probably the main contribution, but faculty presentations at meetings, participation in networking, post-doctoral opportunities, and development of case studies are further possibilities.

It was apparent from conversations with the faculty that many did not know much about the program other than the part they were involved in. Had they shown disappointment at not being more greatly involved we would have suggested a need for improvement in this area, but they did not. Surely there are some ways in which the faculty should occasionally be drawn more into the totality of the program, but to these evaluators the coordination and integration of instruction seems not an area needing improvement.

Concerning the curriculum, at least in the eyes of the students the matter of training in signing is something needing improvement. Among the remedies already considered, but deserving continuing review are: an applicant's examination, with a mandatory course for those who cannot sign; "silent weekends" of intensive signing, and optional credit-earning experiences with deaf children. These options should not increase the load of the first fall semester, already overloaded to problematic extent. During their visits the evaluators became aware of ongoing efforts already to deal with these problems.

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<sup>1</sup> Charles E. Lindblom and David K. Cohen, Usable Knowledge: Social Science and Social Problem Solving. New Haven: Yale University Press, 1979.

When the evaluation study got underway in April we asked Ken Nash if he expected that we would identify strengths or problems he was not already aware of. He said no, and he was right. He and Joan Stone are aware of the circumstances we have found. They have not interpreted them in exactly the ways we have, (and in at least some regards, our inexperience with the specialization of deaf education is more than apparent.) The important thing is that they already know most of the concerns of students, board members, institutional hosts, federal supporters, and their colleagues across the country. Each of the concerns registered in this evaluation report has already been worked on, though of course not resolved to everyone's satisfaction. Improvement in the program largely depends on a willingness to continue observations, weighing of the implications of action, and discussion. The profiles, quotations, and other feedback of this report have been provided largely for that continuing self-study.





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## PROPOSAL

Impact Study of  
the Joint Educational Specialist Program  
for the DeafConceptual Focus of the Study

It is proposed that the Center for Instructional Research and Curriculum Evaluation undertake--on an expenses basis--an evaluative follow-up study of Joint Specialist Program graduates to answer two main questions: Does the Program influence the field of secondary and postsecondary deaf education? and How can the Program be improved?

Answering the first question will involve inquiries of major spokespersons in the field and of professionals at representative secondary and postsecondary schools. It will also include a review of the efforts of program staff to inform professionals and sponsors, specialists in education for the deaf and support organization networks around the country (together herein called the specialization cohort).

Answering the second question will involve a review of instructional and administrative practices, involvement of the staff in self-study activities and perhaps with most emphasis of all, a follow-up study of graduates and their employers.

The conceptual structure for an indepth probing of both these questions will be based upon several key issues. These issues will evolve as the inquiry progresses. At the time of this drafting, the primary issues appear to be:

1. Do the specialization cohort and employers see graduates of the program as prepared in sufficient depth in both the secondary field and the specialization of deaf education?

2. Is the program responding well to the national trend toward "least restrictive alternatives?"

3. Are students given too little leeway in deciding themselves how far from some ideal dual-balance they individually will be trained?

4. Are graduates employed in ways broadly construed as consistent with their training? Are they overqualified for the positions available? Do they engage in self initiated self-evaluation and staff development?

5. Is there adequate interagency focus to the training, drawing upon services oriented to special education, vocational education, vocational rehabilitation, and social work?

6. Does the program staff take its research and advocacy responsibilities seriously, seizing outreach opportunity, but not fixating upon it to the neglect of the program's instructional obligations?



### Research Design

The evaluation design will be a responsive naturalistic design as outlined by Stake (1980) and Guba & Lincoln (1982). A description is attached.

Three coordinated substudies are anticipated: (1) the program, (2) the graduates and their employers, (3) the specialization cohort. The second part is seen to have greater priority, and would involve both a brief survey of all graduates and employers, and case portrayals of a selected few of them from face-to-face interview data.

The primary research steps proposed (not necessarily so sequenced) are as follows:

- Acquaintance with program history, routines and activities.
- Observation of program teaching
- Orientation interviews with program staff and students.
- Prepare matrix of information needed by stakeholders,  
including answers to questions in the RFP and  
professional, physical, and political contexts
- Prepare questions for graduates
- Prepare questions for employers
- Prepare questions for specialization cohort
- Content analysis of program materials
- Continue to update issues list
- Negotiate refinement of questions, by mail & phone
- Identify sample of specialization cohort
- Gather data from specialization cohort, by mail & phone
- Field test graduate questionnaire
- Do mail questionnaire, get okay on questioning employers
- Field test employer questionnaire
- Administer mail questionnaire to employers
- Select sample of perhaps four graduates & their employers
- Interview sample
- Prepare vignettes of graduate involvement in deaf education
- Analyze questionnaire and interview data via matrix & issues
- Arrange staff self-study, with observations
- Prepare vignettes of staff engagement in cohort advocacy
- Analyze information in terms of two main questions
- Prepare final report.

This evaluation activity would be a team effort under the direction of CIRCE Director Robert E. Stake including four graduate students specializing in program evaluation at the University of Illinois: Mellen Kennedy, Stephen Lichtenstein, Noreen Michael, and Penha Tres.

Proposal Draft  
Page 3

The time schedule would be:

Commencement of research: March 20

Completion of field work: June 1

Completion of preliminary report: June 25.

Completion of final report: September 30

The budget should cover the cost of two group trips to Rochester and one trip to an employment site, probably NYC. Travel expenses depend on mode of travel and facilities available, but are estimated here at \$2500. Mail and telephone costs are estimated at \$1000. Photocopy, printing, supplies, etc at \$750. Estimated total budget: \$4250. No professional fees will be charged. Expenses will be billed by the project director personally, not by the University of Illinois. If expenses are kept below \$3500 it is hoped that that difference might be paid to the University of Illinois Foundation, Peter Taylor Memorial Account. Project detail and costs of course are negotiable.

The style of research is responsive, emergent. Main issues and data-gathering plans will evolve to some extent during the study, based on early returns and on clarifying needs for information. The evaluators will acquaint the Program Director with progress being made, and obtain approval of major changes in priority within the study. The result should be an improved understanding of the program, its strengths and shortcomings, with particular orientation to the two major questions.

DRAFT ADDENDUM

Proposal Draft  
CIRCE

Addendum

The budget presented should cover the cost of two group trips to Rochester and two or three trips to employment sites, located in Boston, Washington, D.C., New York City, and Rochester. Site visitations will be based on what appears to the evaluation team to be the most workable. However, areas for and the number of site visits, as well as other project details and costs are negotiable. Travel expenses depend on mode of travel and facilities available, but are estimated here at 4500. Mail and telephone costs are estimated at 1000. Photocopying, printing, supplies, etc at 800. Estimated total budget: \$6300. No professional fees will be charged. Expenses will be billed by the project director personally, not by the University of Illinois. If expenses are kept below 5200 it is hoped that that difference might be paid to the University of Illinois Foundation, Peter Taylor Memorial Account.



# *REQUEST FOR PROPOSAL*

## **Impact Study on the Joint Educational Specialist Program for the Deaf**

### **1. Purpose and Focus of Study**

The purpose of the Joint Educational Specialist Program is to develop a cadre of professionals dually certified as secondary teachers of academic subjects and as teachers of the deaf who are prepared to work with the deaf and/or hearing students in a range of educational settings at the secondary level nationally. A major impetus for the establishment of the Joint Program was the national need for teachers technically competent in academic subjects who are also skilled in teaching deaf high school students. (See attachment for more information on the purpose, nature, and scope of the Joint Program).

The basic question to be addressed in this study is twofold: "Does the Program make a difference to the field of secondary and postsecondary deaf education and how can it be improved?"

The focus of the study will be the 30 graduates and their employers. The graduates are distributed nationwide but the majority are in the Boston, Washington, New York City, and Rochester areas. Employers will be contacted when graduates provide written consent.

The Joint Program was founded in 1980. It is cosponsored by the Graduate School of Education and Human Development at the University of Rochester and the National Technical Institute for the Deaf at Rochester Institute of Technology with partial support from the Division of Personnel Preparation, Special Education Programs, U.S. Department of Education.



## 2. Workscope

### a. Research Design

Design options might include but are not limited to open ended, semi-structured, and focused interviews, field observations, questionnaires, and qualitative analyses of field documents. The research design must directly relate to the Project Purpose, clearly describe the data to be collected and provide a rationale for its collection. More than one research design option can be presented in the proposal.

The questions to be addressed include but are not limited to the following:

- What roles do graduates play, what are their job titles and job descriptions?
- What institutional environments do the graduates work in?
- How well prepared are the graduates for their positions and institutional environments?
- How many and what type of children do the graduates work with?
- What are the salaries and working conditions of the graduates and how do they compare to other teachers in the same settings?
- Are the graduates contributing to the education of hearing and deaf students in special ways because of their preparation in the Joint Program?
- Relative to other teachers in similar roles in the same settings, are the graduates perceived as more or less effective? In what ways?
- What career aspirations do graduates have? How can we help to fulfill these aspirations?
- Have there been any unintended benefits or negative consequences from

participating in the Program?

-What follow-up professional development activities (courses, seminars, etc.) would graduates and employers like to see offered by the Program?

-What courses, experiences, etc. prove to be useful to the graduates?

-What aspects of the Program need to be improved or changed?

#### **b. Management Plan**

The management plan must include a statement of objectives, a task analysis, time lines, a description of personnel and a summary of available resources.

### **3. Deadlines**

Closing Date for RFP: March 20, 1985

Announcement of Contract Award: March 22, 1985

Completion of Data Collection: May 10, 1985

Verbal Report: May 14, 1985

Completion of Preliminary Written Report: July 30, 1985

Completion of Final Report: September 30, 1985

### **4. Budget**

The proposal must clearly show the relationship of the budget to tasks, timelines, personnel, and other resources.

### **5. Criteria for Selection**

Proposals will be assessed on the basis of quality of the research design, management plan, cost effectiveness, budget justification, and the ability to meet the deadlines.

## 6. Selection Process

The award will be made by the Program Council of the Joint Educational Specialist Program. The Council includes:

- Dean, Graduate School of Education and Human Development, UR
- Associate Dean for Graduate Studies, Graduate School of Education and Human Development, UR
- Chair, Center for Curriculum, Teaching and Foundations, UR
- Director, National Technical Institute for the Deaf at RIT
- Associate V.P. for Technical Assistant Programs at NTID at RIT
- Dean, National Technical Institute for the Deaf at RIT

## 6. How to Apply

Submit 3 copies of proposal to

Dr. Kenneth R. Nash,  
Director  
Joint Educational Specialist Program  
422 Lattimore Hall  
University of Rochester  
Rochester, NY 14627

For further information call 275-4009.

## RESPONSIVE EVALUATION

Responsive Evaluation is an approach to the evaluation of educational and other programs. Compared to most other approaches it is oriented more to the activity, the uniqueness and the social plurality of the program.

The essential feature of the approach is a responsiveness to key issues, especially those held by people at the site. It requires a delay and continuing adaptation of evaluation goal-setting and data-gathering while the people responsible for the evaluation become acquainted with the program and the evaluation context.

Issues are suggested as conceptual organizers for the evaluation study, rather than hypotheses, objectives or regression equations, because the term "issues" draws thinking toward the complexity, particularity, and subjective valuing already felt by persons associated with the program. (Examples of issue questions: Are the admission criteria appropriate? Do these simulation exercises confuse the students about authoritative sources of information?) People are concerned about one thing or another, or they are likely to become concerned. The evaluator inquires, negotiates, and selects a few issues around which to organize the study.

To become acquainted with a program's issues the evaluator usually observes its activities, interviews those who have some stake in the program, and examines relevant documents. These are not necessarily the data-gathering methods for informing the interpreting the issues; but are needed for the initial planning and progressive focusing of the study. And even later, management of the study as a whole remains flexible whether quantitative or qualitative data are gathered.

## OBSERVATIONS AND JUDGMENTS

A responsive evaluation study is, of course, directed toward the discovery of merit and shortcoming in the program. It is attentive to the multiple and sometimes contradictory standards held by different groups.

Ultimately the evaluators may make strong summary statements of the program's worth. Or they may provide descriptive data and the judgments of others so that report readers can make up their own minds about program worth. In responsive evaluation either may occur.

There is a common misunderstanding that responsive evaluation requires naturalistic inquiry or qualitative research. Not so. The evaluators and program staff and evaluation sponsors discuss alternative methods. They negotiate. Knowing more about what different methods can accomplish, and what methods this evaluation "team" can do well, and being the ones to carry them out, the evaluators ultimately determine what the methods will be.

With preliminary emphasis on becoming acquainted with the history and social interactions of the program, it is often decided that the methods of study should be naturalistic or phenomenological. Other times it will become highly quantitative, possibly goal-oriented. It depends on the situation. For it to be a good responsive evaluation the methods must fit the "here and now," having potential for serving the evaluation needs of the various parties concerned.

It is in fact rather uncommon for a responsive evaluation study to emphasize the testing of students or other indicators of successful attainment of objectives. This is because such instrumentation has so often been found not to be cost-effective. Available tests are often not good approximations of the several outcomes intended. And even when possible, developing new tests is very expensive. Test results have too often been disappointing, with educators



probably justifiably believing that more was learned than showed up on the tests. With the responsive approach, tests may be used, but usually are kept in a subordinate role. They are needed when it is clear that they actually can serve to inform about the quality of the program.

People are used more as sociological informants than as subjects here. They are questioned not so much to see how they have changed but to indicate the changes they see.

## SUBJECTIVITY AND PLURALISM

Those who object to the responsive approach often do so on the ground that too much attention is given to subjective data, e.g., the testimony of participants. For description of what is happening the evaluation researchers try through triangulation to show the reliability of observations. Part of the description, of course, especially that about the worth of the program, is revealed in how people subjectively perceive what is going on. Placing value on the program is not seen as separate from perceiving it.

The researchers' own perceptions too are recognized as subjective, in choosing what to observe, in observing, and in reporting the observations. One tries in responsive evaluation to make those value commitments more recognizable. Issues, e.g., the importance of discovery learning, are not avoided because they are inextricably subjective. When reporting, care is taken to illuminate the subjectivity of data and interpretations.

Objection to a responsive approach is also expressed in the belief that the program staff, the funding agency or the research community should specify the key questions. Their questions are worthy of study, but in program evaluation for public use, never exclusively. There is general expectation that if a program is evaluated, a wide array of important concerns will be considered. Embezzlement, racial discrimination, inconsistency in philosophy, and thwarting of creativity may be unmentioned in the contract, and barely in the evaluation specialist's range of view, but all such shortcomings belong to the evaluation expectation, and the responsive evaluator at least tries not to be blind to them.

Further it is recognized that evaluation studies are administratively prescribed not only to gain understanding and inform decision-making but to legitimize and protect administrative and program operations from criticism, especially during the evaluation period. And still further that evaluation requirements are sometimes made for the purpose of promulgating hoped-for standards.

By seeking out stakeholder issues, the responsive evaluator tries to see that these efforts at extending control over education are not undermining legitimate interests. Responsive evaluation is not intended as an instrument of reform, though reformists might find it useful. It is intended to serve the diverse people most affected personally and educationally by the program at hand — though it is bound to produce some findings they will not like.

## ORGANIZING AND REPORTING

The feedback from responsive evaluation studies is expected to be in forms and language attractive and comprehensible to the various groups. Thus, even at the expense of inequitable disclosure, different reports may be prepared for different groups. Portrayals and verbatim testimony will be appropriate for some, data banks and regression analyses for others. Obviously a budget will not allow everything, so these different communications need to be considered early in the work.

It is not uncommon for responsive evaluation feedback to occur early and throughout the evaluation period, particularly as a part of refining the list of issues to be pursued. The evaluator may ask, "Is this interesting?" and might, based on the answer, change the priorities of inquiry.

As analyzed by Ernest House (1980, p.60) responsive evaluation can be considered "intuitive" or indeed subjective, closer sometimes to literary criticism, Elliot Eisner's connoisseurship, or Michael Scriven's *modus operandi* evaluation than to the more traditional social science designs. But it differs from them in the most essential feature, that of emphasizing the issues, language, contexts and standards of stakeholders.

When the writer proposed this "responsive evaluation" approach (at an evaluation conference at the Pedagogical Institute in Goteborg, Sweden in 1974) he drew particularly upon the writings of Barry MacDonald, Malcolm Parlett and David Hamilton, all stressing the necessity of organizing the evaluation of programs around what was happening in classrooms and boardrooms, drawing more attention to what educators were doing and less attention to what students were doing.

It is difficult to tell from an evaluation report whether or not the study itself was "responsive." A final report seldom reveals how issues were negotiated and how audiences were served. Three examples of studies which were clearly intentionally responsive were those of Stake and Easley, MacDonald, and Murray indicated in the references below.

Robert E. Stake  
University of Illinois

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Professional Biography:

Robert Earl Stake  
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Degrees: B.A. Mathematics, 1950, University of Nebraska; M.A. Educational Psychology, 1954, University of Nebraska; Ph.D. Psychology, 1958, Princeton University.

Area of Specialization: Evaluation of educational programs; the philosophy and procedures of measuring; achievement testing; analysis of curricula; naturalistic research.

Position: Director, Center for Instructional Research and Curriculum Evaluation; and Professor of Educational Psychology, University of Illinois.

Graduate Teaching Areas: Case study research methods; tests and measurements in education; theory of evaluation.

Previous Experience: Instructor in Mathematics, U.S. Naval Preparatory School, Bainbridge, Maryland; Psychometric Fellow, Educational Testing Service; Assistant and Associate Professor, University of Nebraska, Department of Educational Psychology and Measurement; Faculty Research Coordinator, University of Nebraska Teachers College; Staff Member, Guidance and Counseling Institute, Central State College, Ellensburg, Washington; Associate Director, Office of Educational Testing, University of Illinois.

Publication Titles (1957-1975) selected:

- "The effect of time on size constancy"
- Learning parameters, aptitudes, and achievements
- "The effects of TV instruction on individual learning curves"
- "The influence of need on binocular resolution and size judgment "
- "Activity, novelty, and structure in study-hall assignments"
- "The countenance of educational evaluation"
- "The emerging theory of evaluation -- borrowings from many methodologies"
- "The answer-sheet purchaser's dilemma"
- "Evaluation of college teaching"
- "Toward a technology for the evaluation of educational programs"
- "A non-mathematical quantitative aptitude test for the graduate level: the QED"
- "Testing in the evaluation of curriculum development"
- "Needed concepts and techniques for utilizing the potential evaluation"
- "Planning for effective utilization of technology in education"
- "The humanities and the burden of responsibility"
- "Language, rationality, and assessment"
- "Objectives, priorities, and certain other judgment data"
- "Generalizability of program evaluation: the need for limits"
- "Measuring educational priorities"
- "Evaluation design, instrumentation, data collection, and analysis of data"
- "Testing hazards in performance contracting"
- "Philosophy and principles of evaluating teacher performance"
- "Portrayal vs. analysis"
- "The suitability of assessment data for resource allocation and educational evaluation"
- Evaluating the arts in education: a responsive approach
- Evaluating educational programs: the need and the response
- Case studies in the evaluation of educational programs
- "Evaluating movement/dance in a downstate district"
- "Program evaluation, particularly responsive evaluation"





RECENT PUBLICATIONS AND MATERIALS  
by Robert Stake

Quieting Reform, University of Illinois Press, in press.

"An Evolutionary View of Educational Improvement," keynote presentation at the National Symposium on Evaluation, Federal University of Espirito Santo, Vitoria, Brazil, August, 1984

"Qualitative Inquiry to Promote Understanding," opening statement in a debate with Claudio Castro, University of Brasilia, at the Interamerican Congress of Educational Administrators, Brasilia, August 1, 1984.

"Is Naturalistic Research Phenomenological?" Seminar presentation, 1984.

"The Mutirao: the work party," Seminar presentation, 1984.

"Case Study," a chapter in John Nisbet (ed), World Yearbook of Education, 1984/85. In press.

With Robin McTaggart and Marilyn Munski: "An Illinois Pair." Case study of school art in Champaign and Decatur. For the Getty Trust, 1984.

"Art Education in Two Illinois Cities: The Sense of Program Evaluation." Paper at the annual meeting of the National Art Education Assn, Miami, 1984.

"Staff Development in Two Small Midwestern Districts." Paper at the annual meeting of the American Educational Research Assn, New Orleans, 1984.

"Art Education and Critical Thinking." Paper at the annual meeting of the American Educational Research Association, New Orleans, 1984. Another version, "Critical Thinking as Part of Art Education" presented at the INSEA/SOBREART Presession, Rio de Janeiro, July 20, 1984.

"Excellence, Evaluation, and Curricula." Invited presentation at the Mauritz Johnson Retirement Symposium, Albany, November 3, 1983.

With Bernadine Stake, Laura Morgan and James Pearsol: "Final Evaluation Report of the National Sex Equity Demonstration Project." Executive Summary. CIRCE, The University of Illinois. September 1983

"Two Observations." Evaluation News, 4, 3, August, 1983.

"Stakeholder Influence in the Evaluation of Cities-in-Schools" in Anthony S. Bryk (ed.) Stakeholder-Based Evaluation. New Directions for Program Evaluation #17. San Francisco: Jossey-Bass, March 1983, pp.15-30.

Estudos De Caso Em Pesquisa E Avaliacao Educacional. Educacao E Selecao, No. 7, p. 5-14. January-June 1983.

Pesquisa Qualitativa/Naturalista--Problemas Epistemologicos. Educacao E Selecao, No. 7, p. 19-27. January-June 1983.

With Deborah J. Trumbull: Naturalistic Generalizations. Review Journal of Philosophy and Social Science, 7, 1982.

With David E. Balk: Briefing Panel Presentations. In Nick E. Smith (ed.) Communication Strategies in Evaluation: New Perspectives in Evaluation, Volume 3. Beverly Hills: SAGE, 1982. Also in Research on Evaluation Program Newsletter, Volume 5, Issue 1. Portland, Oregon: Northwest Regional Educational Laboratory. July, 1982. pp 2-6.

"Persuasions, Not Models." Evaluation Research Society Newsletter, Volume 6, Number 2, Summer 1982. p. 8.

"The Two Cultures and the Evaluation Evolution," Evaluation News, May, 1982. pp. 10-14.

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With James A. Pearsol: Evaluating Responsively. In Ronald S. Brandt (ed.) Applied Strategies for Curriculum Evaluation. ASCD, 1981.

"A needed subjectivity in educational research." Discourse, Vol. 1, No. 2, 1981, pp.1-8.

"The Two Cultures and the Evaluation Evolution." Evaluation News, May 1982, p.10-14.

"Finding agreement among observers." Paper presented at BYU, January 1982.

"Persuasions, not models." EEPS, May 1981; ERS Newsletter, Summer 1982.

With Deborah Trumbull: Vitalization of Humanities Teaching: An Evaluation Report of PDHDS, CIRCE, 1982.

"Setting standards for educational evaluators." Evaluation News, 2, 2, 1981.

With Bernadine Evans Stake: Non-Sexist Teacher Education Project Field Trial: Evaluation Report. Urbana: Authors. April 1980.

"Quality of education and the diminution of local control in schools in the United States." In Needs of Elementary and Secondary Education in the 1980's. Committee on Education and Labor, U.S. House of Representatives. U.S. Government Printing Office. January, 1980, pp.161-168.

"Program evaluation, particularly responsive evaluation" in W. B. Dockrell and David Hamilton (eds.), Rethinking Educational Research. London: Hodder and Stoughton, 1980.

"Validating representations: the evaluator's responsibility." In Robert Perloff (ed.) Evaluator Interventions: Pros and Cons. SAGE, 1979.

Seeking Sweet Water--Case Study Methods in Educational Research. Washington, D.C.: American Educational Research Association, 1979. (Training Tape)

With Claire Brown, Gordon Hoke, Graham Maxwell and Jo Friedman: Evaluating a Regional Environmental Learning System. CIRCE, 270 Education Building, 1310 South Sixth Street, University of Illinois, Champaign, August 1979.

With Jack Easley and all: Case Studies in Science Education. Champaign: University of Illinois, CIRCE, 270 Education Building, 1310 South Sixth Street, 1978. (\$40.00/set)

Evaluating Educational Programmes: The Need and the Response. OECD Publications Center, 1750 Pennsylvania Avenue, NW, Washington, D.C. 20006, 1976. With a supplement: Case Studies in the Evaluation of Educational Programmes.

Program Evaluation, Particularly Responsive Evaluation. Occasional Paper No. 5. Kalamazoo: The Evaluation Center, Western Michigan University, November 1975. Also in W.B. Dockrell and D. Hamilton (Eds.), Rethinking Educational Research. Kent, England: Hodder and Stoughton, 1979.

Evaluating the Arts in Education: A Responsive Approach. Columbus, Ohio: Charles E. Merrill Co., 1975. (Out of print but available from University Microfilms, Ann Arbor, MI.)



## JESP ISSUE LIST (May 18 Revision)

Steve's Area: Program aims; preparing students for the profession

1. Is the program trying to accomodate too many diverse aims? To what degree should the students place themselves to suit themselves, rather than the program concentrating on a certain type of placement?
2. What about conflicting needs to train teachers for teaching in the classroom and to train specialists to assist regular teachers having deaf children in mainstreamed classes?
3. Since quite a few of the JESP graduates take positions other than in secondary education, is the program too directed at secondary education? Should more emphasis be given to post-secondary education for the deaf?
4. Other topics: readiness for dealing with adolescent development problems; signing training; entrepreneurship role models; continuation beyond Rubella bulge.

Penha's Area: Internal coherence of Program operations

1. Do courses connect without undue overlap? Do course instructors know sufficiently what each other is doing? Does the faculty participate adequately in program planning and management? Do instructors have too much autonomy?
2. Is the supervision of practice teaching working well? Is there overemphasis on placing students in schools which Joan can supervise?
3. Are program arrangements compatible with current trends toward "deinstitutionalization" and "least restrictive environments"?
4. Others: Distraction from planning Policy Center; two institutions;



-2-

Mellen's Area: The Student Experience

1. Is there too much pressure the first semester? Is more programmatic support needed to aid survival? What can relieve the anxiety about incompetence in signing?
2. Does the number of dropouts indicate either a faulty selection procedure or a faulty student support system? Is the protection of federal investment on par with protection of U of R academic standards?
3. Are students being exposed to the right institutions? too regional? too much secondary? too much classroom orientation?
4. Others: assistantships; loans;

Noreen's Area: National leadership in deaf education

1. What has been the program's impact on schools where the graduates are placed and elsewhere? Have levels of expectation been raised? As justification for the program do we attend to "medalion" value, i.e., that such programs are needed to declare societal concern for the quality of secondary teachers for the deaf?
2. Should the Program increase its emphasis on dissemination? What does it have to disseminate? Who would its audiences be?
3. Others: Placement; profiles; using Toronto schools.

## Data Sources

The following is a list of people who provided information for this evaluation study by interviews, meetings, discussions, observations of their classrooms and answering a questionnaire survey.

Some of those who participated by answering a questionnaire survey, are indicated by a letter for the specific survey in which they participated. Professional cohort (P), and Employer/-Supervisor (E). The graduates who answered the Graduate Survey were not listed since their responses were promised to be held confidential.

Vincent Amiello, Parsippany Troy Hill Board of Ed., NY (P)  
 Grace Ashley, Lexington School for the Deaf, NY  
 Michael Bach, Student JESP, Rochester, NY  
 Joan A. Bentiller, BOCES #1, Monroe County, Rochester, NY  
 Grant Bitter, University of Utah, Salt Lake City, UT (P)  
 Stephanie Bower, Student University of Rochester, JESP, NY

Dianne Brooks, NTID, Rochester, NY  
 Frank R. Bryan, Rock Mountain, NC (P)  
 Mary Campbell, Monroe County Program, MI (P)  
 William Castle, Director of NTID, NY  
 Jack Clarcq, NTID, Rochester, NY  
 Alison Connor, Student, University of Rochester, JESP, NY

Oscar Cohn, Lexington School for the Deaf, NY  
 Kathleen Crandall, NTID, NY  
 Philip E. Cronlund, New York State School for the Deaf, Rome (P)  
 Paul B. Crutchfield, Flager College, FL (P)  
 Carol Cuneo, NTID, JESP grad., NY  
 Judy Smith Davis, Council for Exceptional Children, Brisbane (P)

James DeCaro, NTID, NY  
 Pratice DiNatale, Horace Mann School, Boston, MA (E)  
 Kaine Diver, Mainroad Community College, Rochester (E)  
 Judy Egelston Dodd, NTID, (E)  
 Alinda Druny, NTID, Rochester, NY (E)  
 Mary Ellsworth, Model School for the Deaf, Rochester, NY

Kenneth Epstein, Gallaudet College Preparatory School, DC (E)  
 Bob Gilman, Rochester School for the Deaf, NY  
 Robert Gotwals, Gallaudet College Preparatory School, DC  
 Mildred Graham, Allegheny Intermediate Unit, Pittsburgh (E)  
 Frieda Hammermeister, University of Pittsburgh, Pennsylvania (P)  
 Larry Hawkins, University of Science & Arts of Oklahoma, OK (P)

Mary Hayes, Newton North High, Newtonville, MA  
 Gilbert Hentschke, University of Rochester, NY  
 Mary Anne Hesseltine, Syracuse University, NY  
 Ralph Hoag, College of Education, University of Arizona, AZ (P)  
 Peter Hobbs, Model School for the Deaf, Rochester, NY  
 Betty P. Holdt, Western Oregon State College, OR (P)

Joyce Horvath, NTID, JESP, NY  
 Nancy Hunt, California State University, Los Angeles (P)  
 Elza Iverson, Indiana University, IN  
 Donald Johnson, NTID, Rochester, NY  
 Joyce Jones, Wooster High School, Reno, NV (E)  
 Kopp Karriet, San Diego State University, CA (P)

William W. Kemp, Board of Education, City of Toronto, Ont. (P)  
 Susan D. King, University of North Carolina at Greensboro, NC (P)  
 Robert E. Kretschmer, Teacher College, Columbia Univ. NY (P)  
 Harry Lang, NTID, Rochester, NY  
 William Lowe, University of Rochester, NY  
 Neil F. Lowell, Atlantic Christian College, North Carolina (P)

Bonnie Meath-Lang, NTID, (E)  
 Betsy McDonald, NTID, NY  
 Judy McDonald, University of Rochester, JESP, NY  
 Sue Meyerwitz, University of Rochester, NY  
 John Miller, University of Rochester, NY  
 Susan Monahan, Student, University of Rochester, JESP, NY

Marian Moore, Lincoln High School, Tallahassee, FL. (E)  
 Patricia Morrissey, Staff, Committee on Education & Labor, US  
 House of Rep., DC (P)  
 Bette Mower, Lexington School for the Deaf, NYC (E)  
 Max Mueller, U.S. Department of Education, DC (P)  
 Ed Mulligan, Newton North High School, MA (E)  
 Ken Nash, University of Rochester/NTID, NY

Sandy North, Redford Union School District, MI (P)  
 David Oakes, Student, University of Rochester, JESP, NY  
 Mary Ann O'Brien, BOCES #1, Monroe County, Rochester, N.Y. (E)  
 Marilyn O'Neil, University of Illinois  
 Hugh Prickett, Western Maryland College, MD (P)  
 Steve Quigley, University of Illinois

Kathy Reich, BOCES #1, Monroe County, Rochester, NY  
 Vivian Rice, Model School for the Deaf, DC (E)  
 Marvin C. Sachs, NTID, (E)  
 Kim Scheuer, Student, University of Rochester, JESP, NY  
 Priscilla Shapiro, NTID, (E)  
 Donald Sims, NTID, Rochester, NY

Samuel B. Slike, Bloomsburg University, Pennsylvania (P)  
 John Stanton, Monroe County Community College, NY  
 Joan Stone, University of Rochester/NTID, NY  
 Joan Subtelny, NTID, Rochester, NY  
 Sandra Squires, University of Nebraska, Omaha, NE (P)  
 Doris Sutherland, Division of Personnel, DC (P)

Roberta Truax, University of Cincinnati, OH (P)  
Sally Tuffano, BOCES #2, Monroe County, Spenceport, N.Y. (E)  
Olga Welch, The University of Tennessee, TN (P)  
Philip Wexler, University of Rochester, NY  
Warren Wollman, University of Rochester, NY  
Dorothy (Del) Wynne, Model School for the Deaf, DC  
Leonard G. Zwick, Rochester School for the Deaf, NY (P)





University of Illinois  
at Urbana-Champaign

Appendix G 1.1  
Center for Instructional Research College of Education  
and Curriculum Evaluation

270 Education Building  
1310 South Sixth Street  
Champaign  
Illinois 61820

217-333-3771

May 29, 1985

I am part of an evaluation team conducting an evaluation of the Joint Educational Specialist Program (JESP) in deaf education sponsored by the Rochester Institute of Technology and the National Technical Institute for the Deaf in conjunction with the University of Rochester, all in Rochester, New York.

We are interested in getting some feedback from individuals involved in or concerned with deaf education and deaf education issues. We feel that your input will provide us with a better perspective on the national situation regarding deaf education.

You were chosen as an important source of information based on one or more of the following: 1) our communication with some of the administrators of the JESP, 2) our communication with others in the area of deaf education, 3) our review of the current issue of the Annals of Deaf Education in the area of deaf education. Your input would be greatly appreciated.

Since we would like to have a first draft of our report done by the end of June, we ask that you respond to the enclosed questionnaire at your earliest convenience.

Respectfully yours,

Noreen Michael  
Research Assistant



University of Illinois  
at Urbana-Champaign

Center for Instructional Research and Curriculum Evaluation College of Education

270 Education Building  
1310 South Sixth Street  
Champaign  
Illinois 61820

217-333-3771

G 1.2

July 5, 1985

This letter is in reference to the questionnaire of the Rochester program on the graduate students that I sent you last month. If you have not sent your responses, I would appreciate it if you would do so within the next week.

We are writing the final report now, and your input is very important for its completion. Thank you very much for your cooperation.

Cordially,

Noreen Michael  
Research Assistant

NM/cf





Name \_\_\_\_\_

May we quote you by name? Yes \_\_\_\_\_ No \_\_\_\_\_

These questions pertain to the Joint Educational Specialist Program sponsored by the Rochester Institute of Technology and the National Technical Institute for the Deaf in conjunction with the University of Rochester.

1. Have you become aware of this program? \_\_\_\_\_ Yes \_\_\_\_\_ No

Note: If your response to #1 is "yes" please continue with question #2; if your response to #1 is "no" please skip to question #10.

2. How did you become aware of this program?

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3. Are you familiar with the broad goals and aspirations of the JESP?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

4. What are your impressions of the program?

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5. Do you know of any efforts by the program's personnel to disseminate information about the program to others interested in deaf education?  
\_\_\_\_\_ yes \_\_\_\_\_ no Please describe.

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6. Do you think that the program is too localized in its efforts to help raise the "national" level of consciousness regarding the importance of better prepared deaf educators?  
\_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_ don't know of efforts \_\_\_\_\_ no opinion

7. Are you aware of any firm indication that this program has had some influence in helping deaf educators rethink certain issues in deaf education? \_\_\_\_ yes \_\_\_\_ no
8. Do you know anyone who has gone through this program? \_\_\_\_ yes \_\_\_\_ no  
If "yes", what do you see as their approach to deaf education?
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Do you know any of the program staff? \_\_\_\_ yes \_\_\_\_ no  
If "yes", How highly do you respect the deaf education work they have done?  
\_\_\_\_ very highly \_\_\_\_ highly \_\_\_\_ mixed \_\_\_\_ low respect
10. What other program(s), if any, are you most aware of for preparing secondary teachers of the deaf?
- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. Do you support the idea that society should have visible and unique programs for drawing attention to the difficulties of training teachers for the education of the deaf? \_\_\_\_  
yes \_\_\_\_ no
12. Given the present national situation with relatively few programs for training secondary teachers of the deaf, do you feel that these programs should give greater emphasis to:
- X -- teaching skills needed for direct instruction of hearing-impaired children;  
or
- Y -- consultative skills to help regular teachers with hearing-impaired children mainstreamed into their classrooms?
- \_\_\_\_ a. The highest possible emphasis should be given to X.
- \_\_\_\_ b. More emphasis generally should be given to X but some programs should be devoted to Y.
- \_\_\_\_ c. Equal emphasis should be given to X and Y.
- \_\_\_\_ d. The highest possible emphasis should be given to Y.
- \_\_\_\_ e. More emphasis generally should be given to Y but some programs should be devoted to X.

13. Do you have any additional comments on these issues?

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University of Illinois  
at Urbana-Champaign

Appendix H 1.1  
Center for Instructional Research and Curriculum Evaluation College of Education

270 Education Building  
1310 South Sixth Street  
Champaign  
Illinois 61820

217-333-3771

June 2, 1985

Ken Nash and Joan Stone have contracted with us at CIRCE to evaluate the Joint Educational Specialist Program for the Deaf sponsored by the Rochester Institute of Technology and the National Institute for the Deaf in conjunction with the University of Rochester from which you have graduated. We are giving special attention to the views and experiences of the graduates. You will be receiving a questionnaire in the next few days.

This letter is to ask your permission to ask questions of your supervisor in order to complete this part of the evaluation study. This person may not carry the title of supervisor but he/she should be the person who supervises your work. If you allow us to contact your supervisor we will appreciate your providing us with his/her name, address, and telephone number on the self-addressed post card.

We are interested in getting feedback concerning deaf education issues. It is important for us to understand the environment in which you work and to learn what the major concerns of deaf education there. It is very important to us and to the people involved on the Project to get input from a source that is directly related to your daily activities.

In order for us to complete the study in the next two months, we urge an immediate return of the post card at your earliest convenience.

Sincerely yours,

Maria da Penha Tres  
Research Assistant

MdPT/cf  
Enlosure



University of Illinois  
at Urbana-Champaign

Center for Instructional Research and Curriculum Evaluation College of Education

270 Education Building  
1310 South Sixth Street  
Champaign  
Illinois 61820

217-333-3771

June 13, 1985

I am part of an evaluation team conducting an evaluation of the Joint Educational Specialist Program (JESP) in deaf education sponsored by the Rochester Institute of Technology and the National Technical Institute for the Deaf in conjunction with the University of Rochester, all in Rochester, New York.

We are interested in getting some feedback from individuals involved in or concerned with deaf education and deaf education issues. Your insights as a supervisor of a graduate of the program will be very important to our evaluation. Your response will be held confidential.

Since the first draft of the evaluation report will be prepared by the end of June, we ask that you respond to the enclosed questionnaire at your earliest convenience.

Sincerely yours,

Maria da Penha Tres  
Research Assistant

MT/cf  
Enclosure





## Questions for the supervisors of the Joint Educational Specialist Program

These questions are addressed to the employers of graduates from the Joint Educational Specialist Program (JESP) sponsored by the Rochester Institute of Technology and the National Technical Institute for the Deaf in conjunction with the University of Rochester.

1. What is the JESP graduate's job title and duties?
  
2. When did she/he begin working here?
  
3. Type of classroom in which she/he works?  
       deaf                             hearing                             mixed
  
4. Number of students and average time per week the graduate spends with them.
  
5. How would you describe the quality of her/his working conditions?  

Identify	<u>Low</u>	<u>Med</u>	<u>High</u>
Administrative support	<u>      </u>	<u>      </u>	<u>      </u>
Parents' support	<u>      </u>	<u>      </u>	<u>      </u>
Colleague support	<u>      </u>	<u>      </u>	<u>      </u>
Instructional material	<u>      </u>	<u>      </u>	<u>      </u>
Instructional media	<u>      </u>	<u>      </u>	<u>      </u>
Classroom condition	<u>      </u>	<u>      </u>	<u>      </u>
Resource facilities	<u>      </u>	<u>      </u>	<u>      </u>

Comments:

-2-

6. How do you see her/his preparation for coping with the demands of this position?  
\_\_\_\_\_very good \_\_\_\_\_good \_\_\_\_\_fair \_\_\_\_\_not adequate \_\_\_\_\_poor
7. Please briefly indicate what you see to be her/his area(s) of effectiveness.
8. Please briefly indicate professional skills that you are trying to help him/her improve.
9. (a) What do you see as the strength of the JESP program for preparing her/him for her/his present assignment?
- (b) What would be one or more weakness?
10. What are your perceptions of the graduates job mobility?
11. Do you support the idea that society should have visible and unique programs for drawing attention to the difficulties of training teachers for the education of the deaf?  
\_\_\_\_\_Yes \_\_\_\_\_No

-3-

12. Given the present national situation with relatively few programs for training secondary teachers of the deaf, do you feel that these programs should give greater emphasis to:

X -- teaching skills needed for direct instruction of hearing-impaired children; or

Y -- consultative skills to help regular teachers with hearing-impaired children mainstreamed into their classrooms?

- ☐ a. The highest possible emphasis should be given to X.
- ☐ b. More emphasis generally should be given to X but some programs should be devoted to Y.
- ☐ c. Equal emphasis should be given to X and Y.
- ☐ d. The highest possible emphasis should be given to Y.
- ☐ e. More emphasis generally should be given to Y but some programs should be devoted to X.

13. Do you have any additional comments on these issues?





### Analysis of Supervisors Survey

The foregoing survey questionnaire was sent in May, 1985 by mail to those supervisors authorized by the graduates working under them.

Response Rate: Number of supervisors responding 11 of 16  
 Number of students they are supervising 16 of 31

1. Question: What is the JESP graduate's job title and duties?

<u>frequency</u>	<u>response</u>
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7	teacher of the deaf
2	graduate student intern
2	adjunct instructor
1	teacher of the deaf and hearing
1	instuctor and writer, researcher
1	teacher of general science
1	high school science teacher
1	visiting English specialist

2. Question: When did she/he begin working here?

<u>frequency</u>	<u>response</u>
------------------	-----------------

1	1981
2	1982
4	1983
9	1984

3. Question: Type of classroom in which she/he works?

<u>frequency</u>	<u>response</u>
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13	deaf
1	hearing
1	mixed
1	not applicable-itinerent teacher

5. Question: How would you describe the quality of her/his working conditions?

Identify	<u>Low</u>	<u>Med</u>	<u>High</u>	<u>N/A</u>
Administrative support	0	3	13	0
Parents' support	5	1	8	2
Colleague support	0	4	12	0
Instructional material	5	4	7	0
Instructional media	6	4	6	0
Classroom condition	1	12	3	0
Resource facilities	5	4	7	0

6. Question: How do you see her/his preparation for coping with the demands of this position?

<u>frequency</u>	<u>response</u>
12	very good
2	good
1	fair
1	not adequate
0	poor

7. Question: Please briefly indicate what you see to be her/his area(s) of effectiveness.

<u>frequency</u>	<u>response</u>
5	interest in students
2	signing and communications skills
1	behavioral management
1	direct instruction with students
1	organized, well prepared
1	teaching skills
1	sensitivity to individual needs
1	ability to communicate with students and colleagues
1	ability to teach science well
2	no response

8. Question: Please briefly indicate professional skills that you are trying to help him/her improve.

<u>frequency</u>	<u>response</u>
2	mathematics skills
1	diagnostics skills
1	consultative skills
1	advocacy
1	timely completion of reports
1	organized reporting
1	articulating curriculum planning
1	systematic approach to material
1	curriculum development and evaluation
1	unit lesson preparation
1	setting long-term and short-term goals
1	microcomputer skills
1	understanding of language development
1	incorporating writing into students' daily routine
1	interpersonal skills
1	no response

9. Question: (a) What do you see as the strength of the JESP program for preparing her/him for her/his present assignment?

<u>frequency</u>	<u>response</u>
6	well prepared with necessary content of field
2	positive attitude of graduate
2	variety of assignment and coursework
1	developing a unique approach for each child and their family
1	good awareness of the deaf condition
1	realistic approach to deaf education
1	sensitive to the English language problems of the deaf
1	good pragmatic approach
1	good supervised teaching experience
1	good foundation of language issues
1	strong methods and innovative teaching strategies
1	experience with both deaf and hearing students
1	no response



(b) What would be one or more weakness?

<u>frequency</u>	<u>response</u>
6	none
1	understanding language level
1	recordkeeping, lesson planning
1	lack of information or history of deaf education; no orientation to the field itself
1	lack of knowledge in development of speech skills in deaf children
1	hard time being a "team player"
1	little formal contact between supervisor of student and program personnel
1	more emphasis on communication would be helpful (i.e., sign, practical classroom strategies
1	lack of knowledge regarding Diagnostic Approach for the Pre K HOH/Deaf Student
2	no response

10. Question: What are your perceptions of the graduates job mobility?

<u>frequency</u>	<u>response</u>
10	positive
6	unknown

11. Question: Do you support the idea that society should have visible and unique programs for drawing attention to the difficulties of training teachers for education of the deaf?

<u>frequency</u>	<u>response</u>
15	yes
1	no response

12. Question: Given the present national situation with relatively few programs for training teachers of the deaf, do you feel that these programs should give greater emphasis to:

X -- teaching skills needed for direct instruction of hearing-impaired children; or

Y -- consultative skills to help regular teachers with hearing-impaired children mainstreamed into their classrooms?

- a. The highest possible emphasis should be given to X.
- b. More emphasis generally should be given to X but some programs should be devoted to Y.
- c. Equal emphasis should be given to Y.
- d. The highest possible emphasis should be given to Y
- e. More emphasis generally should be given to Y but some programs should be devoted to X.

frequency

response \*

- 1 a. The highest possible emphasis should be given to X.
- 4 b. More emphasis generally should be given to X but some programs should be devoted to Y.
- 2 c. Equal emphasis should be given to X and Y.
- 0 d. The highest possible emphasis should be given to Y.
- 4 e. More emphasis generally should be given to Y but some programs should be devoted to X.

\* This frequency is based on response by individual supervisors.



University of Illinois  
at Urbana-Champaign

Center for Instructional Research  
and Curriculum Evaluation

270 Education Building  
1310 South Sixth Street  
Champaign  
Illinois 61820

Appendix I 1.1  
College of Education

217-333-3771

May 20, 1985

I am writing to you concerning the evaluation of the Joint Educational Specialist Program. I appreciate your willingness to participate and to be interviewed. Enclosed is a survey being sent to all graduates of the program. I am hoping that in addition to the interview you will also respond to this questionnaire. It will provide us with important additional information about your experiences relative to the program. Your response will be held confidential.

Since the first draft of the evaluation report will be prepared by the end of June, I ask that you respond at your earliest convenience. Thank you again.

Sincerely,

Mellen Kennedy  
Research Assistant

MK/cf  
Enclosure





**QUESTIONNAIRE OF GRADUATES OF  
THE JOINT EDUCATIONAL SPECIALIST PROGRAM**

Name: \_\_\_\_\_ (optional)

1. Year Graduated \_\_\_\_\_ 2. Specialization Area \_\_\_\_\_
3. Are you employed in the field of education? \_\_\_\_\_ Yes \_\_\_\_\_ No
4. Title of your position: \_\_\_\_\_
5. \_\_\_\_\_ Part time \_\_\_\_\_ Full time
6. Type of institution: \_\_\_\_\_ Private \_\_\_\_\_ Public
7. Level(s) of teaching assignment: \_\_\_\_\_ Post-secondary \_\_\_\_\_ Secondary \_\_\_\_\_ Primary  
\_\_\_\_\_ Other-specify \_\_\_\_\_
8. Type of classroom(s): \_\_\_\_\_ Deaf \_\_\_\_\_ Hearing \_\_\_\_\_ Mixed
9. Number of students and average time per week you spend with them: \_\_\_\_\_
10. Do you use sign language now? \_\_\_\_\_ None \_\_\_\_\_ A little \_\_\_\_\_ A lot
11. Overall, rate the preparation which the program gave you for this position:  
\_\_\_\_\_ Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Not adequate \_\_\_\_\_ Poor

How could it have been better? \_\_\_\_\_

12. Do you serve in any of the following functions **related to deaf education**?  
 \_\_\_\_\_ resource person  
 \_\_\_\_\_ advocate  
 \_\_\_\_\_ supervisor of other teachers  
 \_\_\_\_\_ presenter of workshops  
 \_\_\_\_\_ member of local committee or organization  
 \_\_\_\_\_ member of professional organization---Please specify \_\_\_\_\_  
 \_\_\_\_\_ contributor to publication(s)---Please specify \_\_\_\_\_  
 \_\_\_\_\_ other---Please specify \_\_\_\_\_
13. Please estimate the chances that you will devote the rest of your life to work in deaf education: \_\_\_\_\_ 0% \_\_\_\_\_ 20% \_\_\_\_\_ 50% \_\_\_\_\_ 80% \_\_\_\_\_ 100%
14. Please indicate your sign language skills at the following three points in time:

	nil	basic	intermediate	advanced
entering the program	_____	_____	_____	_____
leaving the program	_____	_____	_____	_____
currently	_____	_____	_____	_____

Please answer the following three(3) questions using this scale:

Excellent	Good	Fair	Not adequate	Poor
1	2	3	4	5

15. What was the quality of the coursework as preparation for the programs practicum?  
1                      2                      3                      4                      5
16. Rate the practicum as to its strengthening the knowledge you gained from coursework material:  
1                      2                      3                      4                      5
17. Rate the course **sequencing** as it served to prepare you for your practicum:  
1                      2                      3                      4                      5
18. Do you have suggestions for alternative sequencing of courses and experiences?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
19. Do you have other recommendations for improvements in the program?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
20. Should more of the practicum be held in less ideal teaching conditions (such as are found in most schools deaf children attend)?                      Yes                      No
21. What do you consider to be the most striking feature of the program?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
22. Were there difficulties in being enrolled in a program that is based in two institutions? \_\_\_\_\_  
\_\_\_\_\_
23. Given the present national situation with relatively few programs for training secondary teachers of the deaf, do you feel that these programs should give greater emphasis to:  
X -- teaching skills needed for direct instruction of hearing-impaired children;  
or  
Y -- consultative skills to help regular teachers with hearing-impaired children mainstreamed into their classrooms?
- \_\_\_\_ a. The highest possible emphasis should be given to X.  
\_\_\_\_ b. More emphasis generally should be given to X but some programs should be devoted to Y.  
\_\_\_\_ c. Equal emphasis should be given to X and Y.  
\_\_\_\_ d. The highest possible emphasis should be given to Y.  
\_\_\_\_ e. More emphasis generally should be given to Y but some programs should be devoted to X.
24. Do you have any additional comments?

# Analysis of Graduate Survey

Response rate: 28 of 31 graduates surveyed responded.  
27 of which are involved in deaf education.

1. YEAR OF GRADUATION:	<u>frequency</u>	<u>year</u>
	14	1982
	7	1983
	7	1984

2. SPECIALIZATION AREA:	<u>frequency</u>	<u>area</u>
	8	science
	7	social studies
	6	English
	2	math
	5	other

3. QUESTION: Are you employed in the field?

<u>frequency</u>	<u>response</u>
25	yes
2	not at this time
1	no

5. QUESTION: Full or part time?

<u>frequency</u>	<u>response</u>
24	full-time
4	part-time

6. QUESTION: Type of institution?

<u>frequency</u>	<u>response</u>
18	public
10	private

7. QUESTION: Level of teaching assignment?  
(some graduates are teaching more than one level)

<u>frequency</u>	<u>response</u>
14	secondary
11	post-secondary
1	primary
1	pre-school
2	other



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8. QUESTION: Type of classroom?  
(some graduates are teaching in more than one type of setting)

<u>frequency</u>	<u>response</u>
24	deaf
1	mixed
4	no response

10. QUESTION: Do you use sign language now?

<u>frequency</u>	<u>response</u>
23	a lot
4	a little
1	not at all

11. QUESTION: Overall, rate the preparation which the program gave you for this (current) position:

<u>frequency</u>	<u>response</u>
9	excellent
12	good
6	fair
0	not adequate
1	poor (not employed in the field)
0	no response

How could it have been better?

<u>frequency</u>	<u>response</u>
7	no improvements needed
5	better sign language training
4	more job search related help
4	more training in social aspects of deafness and the needs of students and parents
2	training in testing and evaluation
2	more instruction in language related areas
1	less emphasis on theory
1	more classroom observation outside of NTID
1	more practical, less idealist
1	more methods of instruction for students without teaching background
1	more involvement with MSSD
1	lengthen program by requiring attendance the preceding summer
5	no response

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12. QUESTION: Do you serve in any of the following functions related to deaf education?

<u>frequency</u>	<u>response</u>
18	resource person
15	presenter of workshops
13	member of professional organization
11	advocate
4	contributor to publications
4	member of local committee or group
4	other
2	supervisor of other teachers
1	no response

13. QUESTION: Please estimate the chances that you will devote the rest of your life to work in deaf education:

<u>frequency</u>	<u>response</u>
4	100%
8	80%
11	50%
2	20%
2	0%
1	no response

14. QUESTION: Please indicate your sign language skills at the following three points in time:

<u>frequency</u>	<u>response</u>	<u>scale</u>
<u>Entering the program: average=2.1</u>		<u>slightly above basic</u>
9	nil	1.0
8	basic	2.0
2	between basic and intermediate	2.5
7	intermediate	3.0
2	advanced	4.0
<u>Leaving the program: average 2.8</u>		<u>slightly below intermediate</u>
0	nil	1.0
7	basic	2.0
1	between basic and intermediate	2.5
17	intermediate	3.0
1	between intermediate and advanced	3.5
2	advanced	4.0

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Currently: average 3.2 slightly above intermediate  
 (average 3.3 excluding the one graduate who is no longer working in the field)

0	nil	1.0
2	between basic and nil	1.5
1	basic	2.0
1	between basic and intermediate	2.5
12	intermediate	3.0
6	between intermediate and advanced	3.5
6	advanced	4.0

15. QUESTION: What was the quality of the coursework as preparation for the program's practicum?

Average 2.3

<u>frequency</u>	<u>response</u>	<u>scale</u>
5	excellent	1
10	good	2
12	fair	3
0	not adequate	4
0	poor	5
1	no response	

16. QUESTION: Rate the practicum as to its strengthening the knowledge you gained from coursework material.

Average 2.0

<u>frequency</u>	<u>response</u>	<u>scale</u>
11	excellent	1
7	good	2
7	fair	3
2	not adequate	4
0	poor	5
1	no response	

17. QUESTION: Rate the course sequencing as it served to prepare you for your practicum.

Average 2.5

<u>frequency</u>	<u>response</u>	<u>scale</u>
4	excellent	1
11	good	2
7	fair	3
5	not adequate	4
0	poor	5
1	no response	

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18. QUESTION: Do you have suggestions for alternative sequencing of courses and experiences?

<u>frequency</u>	<u>response</u>
13	no response
2	lighten first semester
1	coursework should precede practicum
1	allow an elective (in education or major in the first semester to "feed the soul"
1	include sign language in the curriculum
1	place "Perspectives in Deafness" after the practicum
1	teach physiology separate from and previous to speech and audiology
1	require more knowledge of physiology of deafness and basic linguistics as prerequisite
1	put ASL and communication before student teaching
1	change practicum sequence for students with poor signing
1	put practice teaching simultaneous with some coursework to enable feedback
1	complete core specialization first
1	suggestions already implemented
1	instruction in lesson/unit plans before practicum
1	earlier contact with classroom situations
1	course on teaching science to deaf students before practicum

19. QUESTION: Do you have othe recommendations for improvements in the program?

<u>frequency</u>	<u>response</u>
5	no response

#### Curriculum Related

<u>frequency</u>	<u>response</u>
5	better sign language training
2	more skills in counseling and psychology of deafness
2	more discussion and observation, less theory and memorization
1	"silent weekends" of intense sign language
1	basic English language training for all teachers
1	specific "how-to" teach English to hearing impaired
1	offer course in evaluating SL skills with students
1	offer intro to special education concepts and terminology
1	more emphasis on writing IEP's
1	references on testing skills and making materials



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1	full semester of teaching methods
1	less emphasis on speech and drop language development course
1	offer course in dealing with paraprofessionals

Practicum Related

<u>frequency</u>	<u>response</u>
1	do not have both practica beyond commuting distance of home because it is too burdensome
1	more care in selecting practicum supervisors
1	mini-course before student teaching
1	for practicum, match signing skills of student teacher with the level needed at site

Other Areas

<u>frequency</u>	<u>response</u>
1	more realistic perspective on job market
1	more contact with alumni
1	get better instructors, not researchers who teach poorly
1	enlarge program
1	provide certification for counselors in deaf education
1	more contact with itinerant teachers of the deaf
1	have already been implemented

20. QUESTION: Should more of the practicum be held in less ideal teaching conditions (such as are found in most schools deaf children attend)?

<u>frequency</u>	<u>response</u>
13	no
11	yes
4	no response

21. QUESTION: What do you consider to be the most striking feature of the program?

Positive responses:

<u>frequency</u>	<u>response</u>
11	instructional staff (Joan and Ken mentioned once)
6	the two institutions
5	quality of curriculum
3	practicum (Toronto mentioned twice)
2	facilities and environment
2	flexibility and attention to individuals
1	ability to build successfully on diverse backgrounds of its students
1	high expectations of students
1	close-knit support of students

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1	above average financial support
1	dual certifications
1	students receive strong theoretical base balance between deaf education and specialization coursework
1	ease of getting a job in the field

Negative responses:

<u>frequency</u>	<u>response</u>
1	one prominent person in the program has never taught deaf or high school students
1	the overwhelming first semester
1	lack of sign language component

Other:

<u>frequency</u>	<u>response</u>
1	no response

22. QUESTION: Were there difficulties in being enrolled in a program that is based in two institutions?

<u>frequency</u>	<u>response</u>	<u>comments</u>
22	no	actually an advantage (5 times) access to both faculties
6	yes	transportation (3 times) mail classes scheduled half an hour apart at different campuses both accept praise but ignore problems

23. QUESTION: Given the present national situation with relatively few programs for training secondary teachers of the deaf, do you feel that these programs should give greater emphasis to:

- X -- teaching skills needed for direct instruction of hearing-impaired children; or  
Y -- consultative skills to help regular teachers with hearing-impaired children mainstreamed into their classrooms?

- ☐ a. The highest possible emphasis should be given to X.  
☐ b. More emphasis generally should be given to X but some programs should be devoted to Y.  
☐ c. Equal emphasis should be given to X and Y.  
☐ d. The highest possible emphasis should be given to Y.  
☐ e. More emphasis generally should be given to Y but some programs should be devoted to X.

-8-

<u>response</u>	<u>scale</u>	<u>frequency</u>
a. emphasis on teaching	1	3
b.	2	11
c. equal emphasis	3	11
e.	4	0
d. emphasis on consulting	5	1
no response		2
Average	2.42	

24. QUESTION: Do you have additional comments?

<u>frequency</u>	<u>response</u>
7	no response
6	high praise, satisfaction with the program
1	praise of practicum
1	misses the program
1	note on #20 which stresses need for balance
1	professors and good researchers but not good teachers
1	more emphasis needed on practical matters less on philosophy
1	pair up 2nd year students with those just entering
1	students should be required to meet more frequently with their advisors
1	have option of writing and research in lieu of formal testing
1	an undergraduate degree could give a person comparable training; JESP grads are more prepared for research than teaching
1	grads need to be ready to work in different "models" in deaf education
1	strategies for working with classrooms having a wide range of communication levels and methods would be helpful

## Interview Questions for Faculty

1. What is your special contribution to the Joint Educational Specialist Program?
2. What, if any, are some specific activities that you engage your students in to prepare them for their practicum experience?
3. Is there a good balance between coursework and practicum sequents of the program?
4. Have you seen things happen to individual students to indicate achieving major insights? What?
5. Can you name a specific improvement made in this program this year?

How would you like to see the program improved further?

6. The educational specialist program has its base in three separate institutions. Is that a problem?
7. Do you get any feedback from graduates of the program?
8. What do you consider to be the most striking feature of the program?
9. Would you say that you're engaged in research? How so?
10. In your teaching do you actively seek to portray the classroom teacher as one who represents the authority of science and society? Do you try to portray the classroom teacher as one who regularly has to interpret the circumstances and decide on what is best for individual children? One of these more than the other?





Interview Questions for Supervisors  
of JESP Graduates

1. Please describe your role in this institution. And what is the GRADUATE'S assignment? What skills does she/he need for this work? Is signing an essential skill?
2. Is GRADUATE expected to advise other teachers? If so, who? Do you have any anecdotes to illustrate this advising relationship?
3. Is GRADUATE expected to be an advocate for this institution, or for education of the hearing impaired? Please explain. What did JESP contribute to his/her ability to handle this responsibility?
4. What is the quality of work that he/she is doing? Is it improving? Can you indicate specific ways you have seen him/her improve since leaving JESP? What skills is she/he working on at present?
5. Can you discern what JESP has contributed to GRADUATE'S professional competence?
6. Considering particularly the previous teaching experience or practice teaching experience GRADUATE has had, was he or she prepared to deal with the realities of working here?
7. Are you aware of any ways in which the group providing teacher training to the GRADUATE (the Joint Educational Specialist Program) is providing national leadership in the matter of training secondary school teachers for the hearing impaired?
8. Do you see it as important to increase the number of secondary teachers (for the hearing impaired) who have strong backgrounds in science, history, and other traditional content areas?



## INTERVIEW WITH JESP GRADUATES

1. How would you describe your present work?
  - 1a. ...and the place where you work?
2. What does your (employer)(supervisor) value about JESP training?
  - 2a. ...and what does he/she object to?
3. What do you think is the strength of that training?
  - 3a. Can you think of something you have seen that illustrates that strength?
4. In what ways was your experience at JESP different from that of others?
5. What about JESP needs improvement?
  - 5a. The total knowledge domain covered.....
  - 5b. Sequencing of courses.....
  - 5c. Electives and options.....
  - 5d. Philos of educ of deaf.....
  - 5e. Consultant skills training.....
  - 5f. Adolescent development tng.....
  - 5g. Professional leadership tng.....
  - 5h. Staffing.....
  - 5i. Other things needing improvement?
  - 5j. What about the pressure?
  - 5k. Signing
6. Would it have been better had your practice teaching been done in less favorable teaching conditions?
7. Please describe the extent of your current involvement in deaf education.
  - 7a. What do you see yourself doing 5 years from now?





## ROSTER OF GRADUATES PRIOR TO SPRING 1985

	PROGRAM		ALL INTENDING DEGREES AWARDED	If no --- why not continuing	Subject Matter	Employment in Deaf Education
	2-year	1-year	Yes	No		
Amberger, Joan		X	X		Social Studies	Itinerant Teacher of the Deaf, Henrietta, NY
Ashley, Grace	X		X		Science	High School Science Teacher, Jackson Heights, NY
Barker, Karlan		X	X		English	Not at this time (Tutor '83-84)
Bishop, Shawn	X		X		Social Studies	Not at this time (Teacher of the Deaf until 4/85)
Bonadio, Ann		X	X		Math	Math Instructor at NTID, Rochester, NY
Borcharding, Kristin	X		X		Social Studies	Tutor-Interpreter, Pittsburgh, PA
Brophy, Margaret	X		X		English	NTID-RIT, Rochester, NY
Cuneo, Carol	X		X		English	Visiting Instructor at NTID, Rochester, NY
Feichter, Ann	X		X		Science	Teacher of the Deaf, Buffalo, NY
Gotwals, Robert	X		X		Science	Instructor of Science, Coordinator of Computer Services, Wash., DC
Gumpert, Cathy	X		X		Social Studies	No
Hayes, Mary	X		X		English	Teacher of the Deaf, Dept. Chairperson, Newton, MA
Hazelwood, Denise	X		X		English	Adjunct Faculty at NTID, Rochester, NY
Horvath, Joyce		X	X		English	Adjunct Faculty at NTID, Rochester, NY
Jackson, Doug		X	X		Social Studies	Teacher of Hearing Impaired Program, Tallahassee, FL
LaPoint, Doug		X	X		Science	Teacher of the Deaf in Math and Science, Boston, MA
Levin, Lea	X		X		Social Studies	Itinerant Teacher of the Deaf, Fairport, NY
MacDonald, Judy	X		X		Math	Instructor of Math at NTID, Rochester, NY
Ng, Pamela	X		X		Social Studies	Educational Specialist, NTID-RIT, Rochester, NY
Optow, Katuy	X		X		Social Studies	Teacher of the Deaf/Resource Room, Boston, MA
Reich, Kathy		X	X		Science	Itinerant Teacher of the Deaf, Henrietta, NY
Rentzel, Sandy	X		X		Math	Monroe Community College, Rochester, NY
Rosenbeck, Todd	X		X		Social Studies	Teacher of the Deaf, Phoenix, AZ
Shaw, Lisa	X		X		English	Education Specialist for the Deaf, Rochester, NY
Stanton, Geraldine		X	X		Counseling	Career Opportunities Advisor at NTID, Rochester, NY
Stanton, John	X		X		Science	Professor of Biology MCC, Rochester, NY
Till, Suzanne	X		X		Science	Itinerant Teacher of the Deaf, Spencerport, NY
Welch, Martha		X	X		English	Monroe Community College, Rochester, NY
Wikiera, David		X	X		Special Education	Itinerant Teacher of the Deaf, Fairport, NY
Wyne, Dorothy	X		X		Science	Secondary School Science Teacher, Washington, DC
Zambito, Rosemary		X	X		English	Deaf Vocational Teacher, Reno, NV

# SPRING 1985 STUDENTS

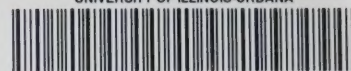
	PROGRAM		ALL INITIATED DEGREES AWARDED		If no-- why not continuing	Subject Matter	Employment in Deaf Education
	2-year	1-year	Yes	No			
Bauer, Stephanie	X		X			Social Studies	Itinerant Teacher Monroe County BOCES #1
Bruno, Kimberly	X			X		Math	
Cohn, James		X		X		English	
Connor, Allison		X		X		Social Studies	
Erickson, Michael		X		X		English	Teacher of the Deaf Rome Community College Program
Gofins, Pamela		X		X		Social Studies	
Jacuruso, Karen	X			X		Science	Not seeking employment
Keenan, Susan		X		X		English	
Hamatsu, Heirichi*		X		X		not applicable	Japan
Nuss, Mary Maloney	X			X		Science	
King, Jeffrey	X			X	DNF	English	Teacher of the Deaf, Syracuse
Lang, Anita	X			X	DNF	Science	
Low, Wendy	X			X		English	Teacher of the Deaf---BOCES #1
Maddi, Barbara		X		X		Math	Teacher of the Deaf Wayne School District, New York
Mumhiney, Carol	X			X		Art	Teacher of the Deaf---Philadelphia
Monahan, Susan	X			X		English	
Hoyer, Ricky	X			X	DNF	Social Studies	
Murphy, Annette	X			X	DNF	Vocational Education	
Oakes, David	X			X		English	
Pyritz, Susan	X			X		English	
Ring, William		X		X		Social Studies	Teacher of the Deaf, Phoenix School for the Deaf--Arizona
Schauer, Kim	X			X		Science	
Schreibman, Andra	X			X		Social Studies	
Simpson, Richard	X			X		English	Teacher of the Deaf California School for the Deaf
Wach, Michael	X			X		Science	Ontario, BOCES
Wass, Mary		X		X		Math	
Wolter, Elizabeth		X		X		Theater	Teacher of the Deaf Southwest College Institute for the Deaf--Texas
DeJoney, Mark		X		X		Math	
Morris, Allison*		X		X		not applicable	Australia
Turner, Elizabeth*		X		X		not applicable	Australia

\* These three students are foreign students, therefore they are not certified by area.  
 --DNF - Did Not Finish





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